

Assurance Argument

University of Minnesota-Twin Cities - MN

Review date: 6/1/2020

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The University of Minnesota Board of Regents develops its mission to align with institutional legacy and vision

The University of Minnesota's mission is aligned with its history as both a public land-grant institution and a comprehensive research university; it also reflects its statutory mission established by the state of Minnesota: "to offer undergraduate, graduate, and professional instruction through the doctoral degree and ... be the primary state-supported academic agency for research and extension services" (Minnesota Statutes 135A.052).

The University has a well-defined [Mission Statement](#) established by the Board of Regents, consistent with the statutory mission and in accord with the [Board's responsibility](#) for "clarify[ing] the mission of the University of Minnesota and approv[ing] programs necessary to fulfill that mission." As a Board policy, the mission statement is reviewed as part of the policy review process and was most recently updated in February 2008.

The Board of Regents regularly reviews programs, student services, and its enrollment profile consistent with [its responsibility](#) for "monitor[ing] and evaluat[ing] the performance of the institution in achieving its goals and fulfilling its mission." Typical Board agenda items include strategic planning updates, annual operating budget discussion, maximizing physical assets, financial asset status, annual report of undergraduate, graduate, and professional education programs, and addressing equity and diversity issues like Title IX and the national problem of sexual assault on campuses.

The University of Minnesota mission guides planning across the institution

The University carries out its mission through research, teaching, and outreach/engagement programs spanning 16 colleges and schools, nearly 50 interdisciplinary graduate degree programs, and over 200 collaborative institutes and centers. The institution's scope is aligned with its statutory

role as the primary state-supported academic institution for research, advanced education through doctoral degrees, and extension activities benefiting the state of Minnesota.

As one of the few major public land-grant research universities located in a major metropolitan area, and one of four campuses in the nation that have agricultural programs and an academic health center with a major medical school, the University plays a critical role in educating the state's health care professionals and in advancing knowledge for a state in which agriculture and agribusiness are primary industries. The University observed its 150th anniversary as a land-grant institution in 2012 and used this opportunity to celebrate and reflect on the myriad ways the University serves the state.

Strategic Planning

The mission is foundational to the strategic planning at the [System](#) and [Twin Cities Campus](#) levels. President Joan Gabel presented a Systemwide Strategic Plan to the Board of Regents in spring 2020, building on earlier phases of development and consultation. The plan, *M Pact 2025*, encompasses core commitments reflecting collective strengths of the University of Minnesota. It provides guideposts intended to better align institutional resources as strategic planning is advanced at both the system and campus levels.

- Commitment 1: Student Success - Meeting all students where they are and maximizing their skills, potential, and well-being in a rapidly changing world.
- Commitment 2: Discovery, Innovation & Impact – Channeling curiosity, investing in discovery to cultivate possibility, and innovating solutions while elevating Minnesota and society as a whole.
- Commitment 3: MNtersections – Inspired by Minnesota to improve people and places at world-class levels.
- Commitment 4: Community & Belonging – Fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas.
- Commitment 5: Fiscal Stewardship – Stewarding resources to promote access, efficiency, trust, and collaboration with the state, students, faculty, staff, and partners.

Aligned with the system plan, the [Twin Cities Campus strategic plan, *Driving Tomorrow*](#), continues to be a primary framework for mission-driven planning that will further advance the excellence of the flagship research campus. The plan was approved by the Board of Regents in fall 2014 following a comprehensive planning process led by the Executive Vice President and Provost, with broad input by extended teams of faculty, staff, and students. The plan builds on the distinct mission and strengths of the campus and recognizes the special opportunities and responsibilities the campus has to innovate, lead, educate, and collaborate through transformative research and teaching engaged with the most pressing and complex challenges of the state of Minnesota and the world.

Many initiatives and collaborations are under way to implement the plan across broad goal areas. The campus has placed special emphasis on initiatives to more powerfully leverage curricular and research strengths through a “Grand Challenges” framework, focusing on issues that are both global in scope and defining issues for local, state, and national communities. This has included initiatives to expand ambitious research collaborations that stretch across disciplinary boundaries, as well as curricular initiatives that reflect societal and workforce needs and provide students with knowledge and skills they need to prepare for careers that may not have existed a few years ago.

The campus has made the goals central to the compact planning and budget planning processes that shape academic directions and strategic investment decisions. Colleges and departments across the

campus work to align and integrate the plan with core research, teaching, and outreach and engagement activities. The plan's strategic priorities have also been incorporated into work plans in the central administrative areas of undergraduate education, graduate and professional education, faculty and academic affairs, student affairs, equity and diversity, human resources, and others. The strategic plan is meant to be a starting point for ongoing transformational work and will evolve through continued reexamination and revision, attentive to the overarching systemwide commitments and goals of the M Pact 2025 Systemwide Strategic Plan.

Enrollment Management

About 31,000 undergraduate and over 15,000 graduate and professional degree students were enrolled in fall semester 2019, along with approximately 4,000 non-degree-seeking students. Consistent with its status as Minnesota's public land-grant research institution, the University draws about 72% of its undergraduate student population from Minnesota or adjoining states. As a globally engaged research university with many top-ranked academic programs, the University has a geographically diverse graduate and professional student enrollment profile and ranks 16th as a destination for international students in the United States.

The profile of enrolled students reflects both academic excellence (as measured by class rank and test scores) and access (as measured by economic and cultural diversity). The University is also committed to making its world-class education a great value for Minnesota families, guaranteeing a [U Promise Scholarship](#) for all eligible new Minnesota resident undergraduates with a family income of up to \$100,000. Additional information about the programs and enrollment profile of the campus is available in the [2019 University Performance and Accountability Report](#) and [highlights brochure](#).

Academic Planning

Academic planning is aligned with mission through institutional policies and procedures. [University policy](#) makes explicit that academic plan development must clarify alignment with "unit compact statements and institutional, campus, and collegiate unit mission and strategic directions." Academic departments and colleges must submit proposed program additions or changes to the Executive Vice President and Provost; recommendations then go to the Board of Regents for review and final approval. Proposals for changes to postbaccalaureate programs are also submitted as appropriate to the HLC or other accrediting bodies.

The institution links budgets to mission-focused planning through an incentive-based budget system. The annual academic and administrative compact planning process requires all units to align their directions, actions, and investments with institutional mission and goals. The University each year publishes a comprehensive University Performance, and Accountability Report ([2018](#) and [2019](#)) that documents program performance in the context of its mission. See Core Component 5.C for more detail about budgeting and planning.

Sources

- 2014 University Plan, Performance, and Accountability Report
- 2014 University Plan, Performance, and Accountability Report
- 2014 University Plan, Performance, and Accountability Report (page number 25)
- 2014 University Plan, Performance, and Accountability Report (page number 31)

- 2014 University Plan, Performance, and Accountability Report (page number 56)
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- Achieving Excellence: Academic Strategic Positioning 2005-2010
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- Graduate School Overview
- High Tech, High Touch: Campus-Based Strategies for Student Success
- High Tech, High Touch: Campus-Based Strategies for Student Success (page number 23)
- Office of Undergraduate Education
- Policy: Adding, Changing, or Discontinuing Academic Plans
- Policy: Undergraduate Student Learning and Development Outcomes
- Promise Scholarship Financial Aid for Minnesota Residen
- Promise Scholarship: Financial Aid for Minnesota Resident Undergraduate Students
- Provost's Strategic Planning Update to Regents, March 2014
- Strategic Planning Overview
- Sys_Strat_Plan
- TC Campus StrategicPlan
- TC Strategic Plan
- UM Public Perception Survey 2018 Highlights (1)
- University of Minnesota Mission Statement
- University Policy Library

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

The University of Minnesota articulates its mission to the public

The University of Minnesota articulates its mission to the public as an extension of its commitment to “making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world” ([Mission Statement](#)). The essence of this mission is carved in stone on [Northrop Memorial Auditorium](#), one of the University's most iconic buildings located in the heart of campus.

The University affirms its mission and priorities through various policies, including a [code of conduct](#) that describes the values of excellence and innovation, discovery and the search for truth, diversity of community and ideas, integrity, academic freedom, stewardship and accountability, sharing knowledge in a learning environment, application of knowledge and discovery to advance the quality of life and economy in Minnesota, and service as a land grant institution. Additionally, the [Board of Regents Policy on board operations and agenda guidelines specifically](#) outlines the reports, committees, and work plans used by the University to hold itself accountable to the public for accomplishing the mission, to meet openly in the spirit of the Minnesota Open Meeting Law, to foster communications with citizens and elected officials, and to work with the president to create a relationship characterized by openness and trust. Board of Regents and administrative policies are accessible on the [Policy Library](#) including, but not limited to, administration and operations, finance, human resources, education and student life, information technology, and research.

Since the University's establishment in 1851, public and University leaders have continuously reaffirmed the principle of accountability. Accountability for an institution as important and complex as the University of Minnesota has myriad forms and interpretations. In some contexts, accountability is demonstrated by a precise accounting of revenue and expenditures, an assurance of efficient management of resources, records of student performance, and explanations of the impact the University has on the State of Minnesota. The University describes its many accountability activities in the annual [University Performance and Accountability Report](#). This report, which is one of the foundational governance documents for the Board of Regents, documents the University's progress in meeting mission-related goals. The mission informs legislative reports and testimony, financial reports, and other core public reports and updates. Detailed information about institutional priorities and goals is featured in monthly meetings of the Board of Regents, which are live streamed and

available later on the Board's website. The University documents its public accountability in other ways, such as with the 2020 external review of administrative costs, conducted at the request of state legislators (the review, by Huron Consulting, found that the University was third-highest among 11 institutions in the amount of workforce focused on “mission,” or research, service and teaching, and overall was close to the median in administrative costs overall).

Clear, public articulation of mission is a cornerstone of University communications efforts. In September 2012, a dotted-line reporting relationship was implemented between communications activities across campus and the central Office of University Relations. This function, as outlined on [University Relations' website](#), encompasses government and community relations, marketing communications, and a public relations and news service unit specifically charged with advancing understanding of, and building support for, the University’s mission. The central office works with academic programs and units across the campus and develops practices and structures to improve the alignment of communications with mission and strategic priorities.

University initiatives, priorities, and issues are discussed in a wide variety of forums, demonstrating how the University is meeting the needs of the state, responding to the economic and political climate, meeting workforce needs, and dealing with current issues. For example, President Joan Gabel serves on the Governor’s Workforce Development Board for the State of Minnesota and as a member of the Minnesota Business Partnership representing the state’s largest employers, working with elected officials, state agencies, and others on a range of public policy issues related to strengthening the state’s economy and quality of life. President Gabel also testifies at the Minnesota Legislature about the impact of University research and education for students and the state as well as University operational stewardship. President Gabel and other leaders also reach citizens through interviews with various local and national media.

An annual public perception survey asks Minnesota residents how well they believe the University is delivering on various aspects of its mission. The [2018 survey report](#) indicated that more than half of survey respondents believed the University provides a high-quality education, is a top public research university, and provides important outreach services.

The mission is featured on the [University's website](#), is the top result for keywords "mission" or "mission statement" in the University's web search, and is articulated in wide-ranging communications to varied constituencies. For example, the [Office of Human Resources Job Center](#) tells those interested in working at the University that they will take “pride in working for one of the top public research universities in the world, with a mission and track record of being a leader in education, research, and outreach.” The University News Service issues news releases on Board of Regents meetings to frame its discussions and decisions within the context of the University’s overall mission (e.g., [Press Release: Board of Regents discusses goals of U's strategic plan](#)). [Discover.UMN.edu](#) is dedicated to “showcasing the University’s search or knowledge and drive to share that search with students and the larger community.” The site aggregates news and stories from across the campus and evidences the articulation of the institution’s mission in news releases, presidential speeches, alumni relations, and academic program communications across the institution.

Sources

- 2014 Public Perception Survey

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- Diversity The Graduate School
- Northrop Memorial Auditorium
- Office of Human Resources Job Center
- Office of Human Resources Job Center
- President's Testimony to State Legislative Higher Ed Committee, February 2015
- Press Release: Board of Regents discusses goals of U's strategic plan
- UM Public Perception Survey 2018 Highlights (1)
- University of Minnesota Homepage: About Us
- University of Minnesota Homepage: About Us
- University of Minnesota Mission Statement
- University Policy Library
- University Policy Library
- University Relations Overview

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

The University of Minnesota advances diversity, equity, and inclusion throughout all levels of the institution

The University's [mission statement](#) articulates the University's commitment to fostering a diverse community of learners and teachers, global engagement, and the preparation of students for active roles in a multiracial and multicultural world. This is especially important to the University, as [Minnesota's demographics](#) continue to shift. According to the Minnesota State Demographic Center, the percentage of people of color in Minnesota is projected to reach 25% by 2035.

[The Board of Regents Policy on Equity, Diversity, Equal Opportunity, and Affirmative Action](#) provides detailed, guiding principles to advance the commitment to access, opportunity, and diversity, and establishes goals for implementation and monitoring. In addition, the [Board of Regents Policy on Targeted Business, Urban Community Economic Development, and Small Business Programs](#) establishes, as a University strategic priority, the enhancement of employment and business opportunities for women, people with disabilities, and other underrepresented groups, as well as the advancement of economic growth in urban communities.

Equity and diversity is central to strategic planning efforts and the University provides strong institutional support to integrate equity and diversity throughout its academic programs and support units. This value is articulated and advanced through the [Systemwide Strategic Plan's](#) Commitment 4 emphasizing a welcoming community that values belonging, equity, diversity, and dignity in people and ideas through targeted goals and action items.

[The Office for Equity and Diversity \(OED\)](#) is a key partner in advancing diversity, equity, and inclusion across the University of Minnesota system. The Vice President for Equity and Diversity reports directly to the President and is a member of the President's Cabinet and Senior Leadership Team. The Vice President works closely with senior academic and administrative leadership and diverse communities both within the University and with external partners and communities to shape, promote and implement the strategic direction set for the University.

[OED's mission](#) is to increase access to higher education by advocating for members of our community and emphasizing the importance of diversity in promoting learning and development at the University of Minnesota. Our commitment to equity and diversity is the shared responsibility of students, staff, and faculty, and must be supported and guided by all levels of leadership. OED envisions a University where: 1) Diversity, equity, and inclusion are recognized as core institutional values that drive decision-making, resource allocation, and the development of all policies and practices; 2) Diverse students, staff, and faculty are recruited, retained, and supported; and 3)

Collaborative internal and external partnerships support the emerging needs of students, staff, faculty, and the communities in which we live and work.

OED's work advances three strategic priorities: 1) Increasing representational diversity; 2) Improving campus climate; and 3) Building, supporting, and aligning partnerships. To increase representational diversity, OED units provide resources, education, and equitable processes to support the recruitment and retention of diverse students, staff, and faculty.

The University of Minnesota vision for equity and diversity is well-articulated at all levels of the institution

OED consists of [seven offices and seven major initiatives](#) that provide critical services and support to students, faculty, and staff. These offices and initiatives form an institution-wide infrastructure to advance the University's commitment to equity and diversity both administratively and academically. OED's offerings include programs that provide education and training to students, staff, and faculty on a variety of topics related to diversity, equity, and inclusion; services that create a welcoming and affirming climate for all community members; and initiatives that utilize data-driven approaches to advance mission-driven strategic equity and diversity goals at the unit and college-level.

The University's [Office of Equal Opportunity and Affirmative Action \(EOAA\)](#) and [The Disability Resource Center \(DRC\)](#) are housed within OED. EOAA addresses reports of discrimination, harassment, nepotism, sexual misconduct and related retaliation through investigation, informal problem-solving, consultation and education. The DRC works in partnership with students, faculty, staff and guests of the University to minimize barriers and facilitate inclusion and equitable access to University resources.

OED's vision, strategic priorities, and collaborations are shared at Board of Regents meetings. In the 2019-2020 academic year alone, OED co-presented information on [campus climate](#), [diversity in Twin Cities campus undergraduate enrollment](#), and [strategies for enhancing faculty diversity](#). In Summer and Fall 2020, OED will also co-present information on strategies for enhancing student diversity and strategies for enhancing staff diversity.

OED also shares its mission and vision through an annual [Equity and Diversity Breakfast](#) that draws nearly 700 corporate, community, and University leaders. Further, OED's units host events throughout the year that advance OED's strategic priorities and contribute to creating a welcoming and inclusive environment for all community members. For example, programs in the [Multicultural Center for Academic Excellence](#), the [Gender and Sexuality Center for Queer and Trans Life](#), and the [Women's Center](#).

The University has policies and initiatives to advance diversity in concrete ways throughout all of its activities and operations, including its curriculum, scholarly activity, student enrollment, faculty hiring, contracting, and outreach and engagement. The University's [Student Learning and Student Development Outcomes](#) explicitly include "appreciation of differences by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own." Appreciation for diverse cultures and perspectives is implicit in the [Liberal Education Requirements](#), which apply to all undergraduate degrees.

In 2018, the University's Board of Regents passed the [Resolution Relating to Diversity in Undergraduate Education](#), outlining specific measures aimed at improving the experiences and outcomes of multicultural students. Through the lens of strategic enrollment initiatives and the

University's Enrollment Plan, the [Multicultural Student Success Committee \(MSSC\)](#) was formed to specifically support the measures outlined in the resolution.

Diversity is a priority in recruitment and employment of faculty and staff and supported by [policies](#), [procedures](#), and [related resources](#). The admissions offices for undergraduate students and for graduate students both have robust initiatives and resources advancing diversity (see [Office of Admissions Diversity on Campus resources](#) and [Graduate School Diversity Office](#)).

In the last several years, [campus climate](#) emerged as a pressing issue and was integrated into strategic planning processes while also being advanced through grassroots efforts led by campus groups concerned about the experiences of marginalized groups at the University. To elevate the importance of addressing campus climate, a Director of Campus Climate Initiatives position was created within OED. Additionally, the [Bias Response and Referral Network \(BRRN\)](#) (a collaboration between OED and the Office of the Executive Vice President and Provost), and the [Campus Climate Microgrants program](#) (a collaboration between the President's Office and OED) were established.

To create a safe environment for students, staff, and faculty, The President's Initiative to [Prevent Sexual Misconduct \(PIPSM\)](#) was established to create long-term culture change to build a University community free from all forms of sexual misconduct. PIPSM's work focuses on five key areas: 1) Faculty and Staff Training; 2) Student Education and Engagement; 3) Public Health Awareness Campaign; 4) Evaluation and Research; and 5) Institutional Responsibility and Accountability.

The University has also made significant progress in advancing a welcome and inclusive environment for transgender and gender nonconforming community members, passing the [Gender Equity and Access: Gender Identity, Gender Expression, Names and Pronouns policy](#) in December 2019. This policy and [related training](#) have positioned the University as a leader in this area.

The University is also increasing efforts to engage the 11 sovereign Tribal Nations of Minnesota, establishing and hiring the inaugural [senior director of American Indian Tribal Nations Relations](#) position housed within OED.

Sources

- 1C(1)_ University of Minnesota Mission Statement
- 1C(10)_ Disability Resource Center
- 1C(11)_ Campus Climate Presentation
- 1C(12)_ Diversity in Undergraduate Education Presentation Feb 2020
- 1C(13)_ Faculty Diversity Presentation Feb 2020
- 1C(14)_ Equity and Diversity Breakfast
- 1C(15)_ Multicultural Celebration of Achievement 2020
- 1C(16)_ Student Leadership Retreat GSC
- 1C(17)_ Women_s Leadership Institute Women_s Center
- 1C(18)_ SDO and SLO
- 1C(19)_ Lib Education Requirements TC
- 1C(2)_ Minnesota demographics
- 1C(20)_ BOR Diversity in OUE
- 1C(21)_ Multicultural Student Success Committee Final Report 8-19
- 1C(22)_ Policy Hiring Faculty and Staff
- 1C(23)_ Procedure Conducting a Search

- 1C(24) Recruiting a Diverse Qualified Applicant Pool
- 1C(25)_ Diversity at the University of Minnesota
- 1C(26)_ Diversity The Graduate School
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- 1C(3)_ Policy Equity Diversity Equal Opportunity Affirmative Action
- 1C(30)_ President_s Initiative to Prevent Sexual Misconduct _ Office of the President
- 1C(31)_ Equity and Access Policy
- 1C(32)_ Equity and Access Policy Training
- 1C(33)_ Director of Tribal Nations Relations
- 1C(4)_ Policy Targeted Business Urban Community
- 1C(5)_ Systemwide Strategic Plan
- 1C(6)_ OED Website
- 1C(7)_ Mission Vision Values
- 1C(8)_ OED Brochure 2020
- 1C(9)_ Equal Opportunity and Affirmative Action
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- Equity and Diversity Vision Framework
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- Minnesota State Demographic Center Information About Immigration and Language
- Multicultural Resources Directory
- Office for Diversity in Graduate Education
- Office of Admissions Commitment to Diversity
- Policy: Undergraduate Student Learning and Development Outcomes
- Press Release: U of M changes approach to suspect descriptions in Crime Alerts
- Report of the Systemwide Academic Task Force on Diversity
- Response to Demonstrators in Morrill Hall on February 9, 2015
- Strategic Planning Overview
- University of Minnesota Mission Statement
- Vice President for Equity & Diversity Position Description

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

The University of Minnesota is committed to research, teaching, and outreach that serves the public good

As Minnesota's only publicly supported land-grant research institution, the University fulfills an essential function for the state and the broader public good, articulated across all three parts of the [mission](#). To this end, the University's commitment to serving the public good is applied to and incorporated in all aspects of the University's identity as a research intensive university, as an institution of higher learning with more than 200 diverse academic and professional majors, and as a state-supported land-grant institution.

The University articulated its mission for serving the public good in a Board of Regents presentation in 2006 during which it established a formal definition for public engagement and a broad-based institutionalization agenda designed to make service to the public good a more central feature of the University's academic work. Building on longstanding strengths in outreach that have been delivered primarily through Extension and continuing education, this agenda includes strategic initiatives to integrate community collaborations more fully into core academic activities—enhancing the University's capacity to produce research of significance, deliver high-quality and high-impact teaching, and support outreach that maximizes benefits to local, state, national, and international communities.

This agenda set the stage for the establishment of a systemwide [Office for Public Engagement](#) and the development of a systemwide [Ten-Point Plan for Advancing and Institutionalizing Public Engagement](#) (2008). The Ten-Point plan set into motion a series of bold initiatives to build a fully engaged university. Initiatives included the launching of the [Engaged Department Grant Program](#), a Community-Engaged Scholar Promotion and Tenure Series, and the President's Community-Engaged Scholar Award. It also helped establish a systemwide [Public Engagement Council](#), which to date has addressed more than 30 policy issues pertaining to publicly-engaged research, teaching, and outreach.

The University's progress in institutionalizing public engagement across its mission was highlighted in a [presentation to the Board of Regents in 2013](#). This presentation came at the heels of the University's celebration of its land-grant mission, which was articulated in a Board of Regents [presentation in 2012](#). A year-long [series of activities](#) commemorated the 150th anniversary of the

Morrill Act, discussed the land-grant mission in a changing world, and included a prominent public discussion of the role of the 21st-century university in revitalizing urban communities. Since 2016, a biennial [public engagement conference](#) has been held, highlighting the community-engaged work of faculty, staff, students, and community partners from across the system.

The University has remained at the forefront of adopting a broad-based agenda for building the engaged university of the 21st Century. The University was one of the first six U.S. research universities to receive the [Carnegie Classification for Community Engagement](#) in 2005, which was renewed in 2015. It was one of the first universities to revise its promotion and tenure policies to include public engagement across research, teaching, and outreach efforts. Today, more than 50% of all undergraduate students participate in some type of community-based learning experience and there are more than 400 scholars listed in the University's directory of community-engaged scholars.

The University has established [metrics](#) for assessing public engagement progress and impact. A set of [Public Engagement Impact Reports](#) produced in 2020 provide more than 100 statements that detail reach and impact of the University's publicly-engaged research, teaching, and outreach efforts across the state. [Other measures](#) demonstrate the University's progress in making public engagement an institutional priority include the Community Engagement Scholar Program and [Campus-Community Liaisons](#).

The University of Minnesota advances its public engagement mission through wide-ranging activities

In 2017, the Twin Cities campus engaged a 38-member task force composed of faculty, unit leaders, and students to re-calibrate the Ten-Point Plan, and articulate action steps for advancing key components of the Plan. These action steps, presented in the Twin Cities Public Engagement Action Plan, serve to further make public engagement and service to the public good a more central feature of the University's research, teaching, and outreach activities.

Guided by this plan, the University's public engagement mission is advanced through its academic units, the University Libraries, interdisciplinary and cross-collegiate centers and institutes, the Academic Health Center clinics, Extension offices, business development activities, and statewide research and outreach centers. Increasingly, these activities involve faculty and students in community-engaged initiatives integrated with academic goals and research initiatives (see [Public Engagement Presentation to the Board of Regents](#)).

The [Office for Public Engagement](#) works with academic programs to strengthen engagement capacity, foster collaboration, and build a more unified, systems approach to engagement. Its activities have included [Issue Area Networks](#) focused on five key societal issues and an [Engaged Department Grant Program](#) to advance the integration of public engagement into academic programs. A [searchable directory](#) spans over a dozen databases, and the Center for Community-Engaged Learning (CCEL) collaborates with faculty to integrate service-learning into the curriculum through collaborations with more than 300 Twin Cities nonprofit organizations. In 2019-2020, the CCEL supported 119 [service-learning courses](#) in 25 departments working with over 300 community organizations, which were enrolled in by more than 2,300 students. In addition, a CCEL analysis of all University courses that same year indicated that over 8,000 students enrolled in over 600 courses participated in some form of community-based learning (e.g., internships, community-based research, clinical practicums, field studies).

The University's commitment to the public good during the the [COVID-19 pandemic](#) has been

highlighted through several recent presentations to its Board of Regents. Another recent conversation with the Board includes a three-part series articulating the University's 21st Century Outreach Mission related to [Extension and Research Outreach Centers](#), [statewide public engagement](#), and [mission](#).

The state's local economies have benefited from the University's outreach efforts across Minnesota. In particular, [Extension](#), the [Minnesota Agricultural Experiment Station](#), six research and outreach centers, and additional sites such as the University's Arboretum and Horticultural Research Center extend the reach of the University into every corner of the state and enhance local economic development.

The Office of the Vice President for Research also fosters collaborations with business and industry partners to strengthen research while advancing economic development and accelerating transfer of knowledge for the public good. A key example is [MnDRIVE, Minnesota's Discovery, Research and Innovation Economy](#)—a landmark partnership between the University and the state of Minnesota aimed at producing breakthrough research that addresses the state's and society's greatest challenges.

Additionally, the [Office of Business and Community Economic Development](#) creates innovative solutions to real world social-economic problems in urban communities by facilitating collaborations between the University and non-profit, corporate, and private sector partners.

Other collaborations to strengthen urban communities include a nationally recognized place-based [research/outreach center in North Minneapolis](#), a [public policy center focused on metropolitan issues](#), and [community-wide initiatives to advance college readiness](#). The University has also provided key leadership and support for a regional initiative to close the achievement gap, [GenerationNext](#), with the University's former president co-chairing the effort.

With support from the [Global Programs and Strategy Alliance](#), and consistent with the commitment articulated in the [Board of Regents Policy on International Engagement](#), the University also advances global engagement across its academic programs.

Sources

- 1d About the Office Office for Public Engagement
- 1d Center for Community-Engaged Learning
- 1d Center for Urban and Regional Affairs
- 1d Centers and Units Office for Public Engagement
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- Global Programs and Strategies Alliance
- Land-Grant Mission Presentation to Board of Regents, March 2012
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- Minnesota Agricultural Experiment Station
- MnDRIVE Overview
- Office of Public Engagement Overview
- PE progress
- Public Engagement Council
- Public Engagement Database Directory
- Public Engagement Issue Area Networks
- Public Engagement Metrics
- Public Engagement Presentation to Board of Regents, February 2013
- Public Engagement Presentation to Board of Regents, February 2013 (page number 8)
- Public Engagement Ten Point Plan
- UMN Land Grant 150
- University of Minnesota Mission Statement
- Urban Research and Outreach-Engagement Center

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The University of Minnesota's mission has been developed to align with the institution's legacy and its vision for a public, land-grant, research university. The mission, which is articulated to the public in various ways, guides planning across the institution, including strategic and academic planning and enrollment management. The University embraces equity and diversity as central to its mission, and has a well articulated vision for equity and diversity work at all levels of the institution. The University is committed to research, teaching, and outreach that serves the public good, advancing its public engagement mission through wide-ranging activities.

Sources

- 2014 University Plan, Performance, and Accountability Report
- University of Minnesota Mission Statement

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University of Minnesota has a strong policy framework that articulates ethical and responsible conduct

Strong policies, procedures, and processes, accessible through the [University Policy Library](#), set clear expectations for the University's governing board, faculty, staff, and students to act with integrity.

The bylaws and policies of the Board of Regents provide the framework and direction for the administration of the University. They also establish high standards of integrity, responsible stewardship, and accountability for the Board of Regents as the University's governing board. Foundational policies include:

- [Board Operations and Guidelines](#)
- [Code of Conduct](#)
- [Code of Ethics for Members of the Board of Regents](#)
- [Individual Conflicts of Interest](#)
- [Responsibilities of the Board and Individual Regents](#)

Other policies ensure the integrity of academic functions, including those pertaining to Academic Freedom and Responsibility; Academic Misconduct; the Student Conduct Code; Conflict Resolution for Employees; Nepotism and Personal Relationships; Openness in Research; Outside Consulting and Other Commitments; and Research Involving Human Participants. Additional detail on these and other related programs are included in Core Component 2.E.

Regents policies align operations, set behavioral expectations, and define roles and responsibilities. They [clearly delegate administrative responsibilities](#) to the administration and faculty and retain for the Board well-delineated oversight authority for functions paramount to institutional integrity—including fiduciary responsibility for the University; responsibility for approving budgets, major policy decisions, and educational programs; and responsibility for monitoring and evaluating institutional performance.

[Administrative policies](#) provide rules and guidelines for implementing many of the Board policies. The administrative policy development and approval structure is well-defined: the Policy Advisory Committee (PAC), composed of senior staff members in functional areas, reviews and revises

policies; the President's Policy Committee (PPC), composed of senior leaders in corresponding functional areas, reviews and approves new, changed, or eliminated policies. A central policy office, supervised by the President's Office, coordinates all policy activities.

New and significantly revised policies undergo [rigorous development and review](#), including [targeted consultation with the University Senate](#) and a 30-day open review and comment period. Existing policies undergo a comprehensive review every 4 to 5 years, which 1) determines if a policy is still needed or if it should be combined with another policy; 2) determines whether the purpose and goal of the policy is still being met; 3) determines if changes are required to improve the effectiveness or clarity of the policy and procedures; and 4) ensures that appropriate education, monitoring, and ongoing review of the policy is occurring.

The University of Minnesota fosters a culture of integrity, fairness, responsible stewardship, transparency, and accountability

The University communicates its policies and conduct standards widely to students, faculty, and staff, and works to foster a campus culture of integrity, responsibility, transparency, and accountability. For example, [new employee](#) and [new faculty orientation programs](#) highlight University codes of conduct as core values of the institution and define expectations for ethical behavior and responsible stewardship.

Ongoing oversight by various units provide opportunities for faculty, staff, and students to learn about and strive for the highest possible ethical behavior. For example, the Board of Regents oversees critical functions including delegations of authority, audit, and compliance. Its [Board Operations and Agenda Guidelines Policy](#) and [Internal Control Policy](#) ensure that University activities and financial operations function effectively, efficiently, and in compliance with applicable laws and regulations. The Board also oversees the institutional [Policy for Investment Functions](#); the Board chair sits on the Investment Advisory Committee.

The Board of Regents Audit Committee oversees the University's risk assessment and internal controls, audits, financial reporting practices, and an institutional compliance program. The [Office of Internal Audit](#) maintains the [University's Institutional Risk Profile](#).

The University's accredited Institutional Review Board (IRB) reviews research projects that involve human subjects. The IRB gives individualized attention to research projects at the University with representation from a wide range of scientific disciplines and from outside the academy. See Core Component 2.E for more detail about the IRB.

The [Office for Institutional Compliance](#) (OIC) has oversight responsibility for the University-wide compliance program and, in this regard, works through a network of Compliance Partners who have expertise in approximately 28 compliance risk areas. In addition, the Compliance Office has operational responsibility for the University-wide policy and conflict of interest programs. OIC is also charged with managing a University-wide delegations database used to ensure that only those with delegated authority sign contracts on behalf of the University.

The [Controller's Office](#) includes multiple units that provide processes, systems, controls, and procedures support over financial functions including purchasing, disbursement services, insurance, and sponsored financial reporting. The University has detailed administrative policies for day-to-day financial functions spanning accounting, budgeting, procurement, and travel. These policies ensure strong administrative oversight and documentation sufficient to comply with legal, governmental,

and auditing requirements.

The University Health Information Privacy and Compliance Office is responsible for assuring that individually identifiable health information is handled appropriately to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This office provides guidelines, delivers mandatory training for all University employees and students who work with private health information, and manages a violation reporting mechanism. The University also complies strictly with the Family Education Rights and Privacy Act (FERPA).

The University's Office for Community Standards of Student Conduct and Academic Integrity is responsible for upholding the [Student Code of Conduct](#) by resolving alleged violations of the code in a fair and expedient manner. University expectations for students are outlined in University policies and [required in every course syllabus](#) in the areas of grading, scholastic dishonesty, student code of conduct, disability services, mental health and stress management, sexual harassment, equity and diversity, equal opportunity and affirmative action, and academic freedom and responsibility.

Sources

- 2A.1 Home page UMN Policy
- 2a.10 policy_investment_functions
- 2a.11 Office of Internal Audits - University of Minnesota
- 2a.12 Home Office of Institutional Compliance
- 2a.13 Home Controllers Office
- 2a.14 policy_student_conduct_code
- 2a.15 Policy Syllabus Requirements Twin Cities Crookston Morris Rochester
- 2A.2 All Policies Board of Regents University of Minnesota
- 2a.2apolicy_board_operations_and_agenda_guidelines
- 2a.2b policy_code_of_conduct
- 2a.2d policy_individual_conflicts_of_interest
- 2a.3 policy_reservation_and_delegation_of_authority
- 2a.4 Policy Establishing Administrative Policies
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- 2a.7 New Employee Welcome Office of Human Resources
- 2a.8 policy_board_operations_and_agenda_guidelines
- 2a.9 policy_internal_control
- Audit
- Board of Regents Policy: Audit Committee Charter
- Board of Regents Policy: Board Authority
- Board of Regents Policy: Board Operations and Agenda Guidelines
- Board of Regents Policy: Code of Conduct
- Board of Regents Policy: Code of Ethics
- Board of Regents Policy: Individual Conflicts of Interest
- Board of Regents Policy: Internal Control
- Board of Regents Policy: Investment Functions
- Board of Regents Policy: Reservation and Delegation
- Board of Regents Policy: Responsibilities of the Board and Individual Regents

- Board of Regents Policy: Student Code of Conduct
- Board of Regents Risk Principles
- Controller's Office Overview
- New Employee Orientation Overview
- New Faculty Orientation
- Office of Institutional Compliance
- Office of Internal Audit Overview
- Policy: Establishing Administrative Policies
- Policy: Syllabus Requirements
- Senate Matrix _ UMN Policy.pdf
- University Policy Development Process
- University Policy Library

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The University of Minnesota clearly and consistently represents its programs to students and the public

The University provides extensive, high quality, and easily accessible information about the University's mission and its programs of study, faculty and staff, costs, and quality indicators.

Clear and complete information about academic programs is prominently featured on the [University's homepage](#). Menu items, including "About Us," "Academics," "Admissions & Aid," "Research," and "Student Life," link to detailed information. The "About Us" page includes the seal of accreditation by the Higher Learning Commission with a link to the HLC website; additional detail about accreditation is provided by the [Provost's Office website](#), including specialized accreditation. The "[Admissions & Aid](#)" page provides detailed tuition and fee information, including a link to a [page to estimate costs](#). The [University's online catalogs](#) present complete information about courses, requirements, faculty and administration, and University policies.

[One Stop](#) contains detailed information, accessible to both the campus community and the public, segmented by audience. For example, One Stop Student Services aggregates academic requirements, class selection tools, and detailed information about costs, tuition, and fees.

Strong centralized support from University Relations in carrying out [University Brand Policy](#) ensures that other University websites—spanning academic colleges, departments, centers, and service and support units—are consistently branded and well-coordinated. The websites of the [College of Liberal Arts](#) and the [College of Science and Engineering](#)—the two colleges that together enroll over half of all University undergraduates and a third of all graduate students—exemplify the comprehensive and consistent excellence of public communications about University programs. Both sites link in turn to robust department-level websites.

Where relevant, college and academic program websites show placement and licensure or professional exam pass rates. Examples include the [School of Mathematics Master of Financial Mathematics program](#) and the [Medical School graduates' performance on the United States Medical Licensing Examination](#) (USMLE).

The [University of Minnesota Viewbook](#), available in print and online, provides an overview of the University's institutional profile, undergraduate programs, enrollment requirements, and costs. More information is available on the comprehensive [Admissions Website](#), which covers academic programs and student life in depth and prominently features links to detailed information about requirements, costs, program rankings, student statistics, and much more. The [College of Continuing and Professional Studies](#) provides similarly robust information and the [Graduate School](#) directs visitors to detailed academic program information on college websites.

The University Performance, and Accountability Report ([2018 report](#) and [summary](#); [2019 report](#) and [summary](#)), updated annually and available online, includes detailed comparative information about admission standards, student diversity, costs and financial aid, student graduation and retention, and student learning outcomes, as well as information about the University's mission, leadership, strategic goals, and performance compared to peer institutions.

Finally, the University provides clear, timely, and transparent information to the public through its [University Relations units](#) including the University News Service and Government/Community Relations. Vehicles include news releases, fact sheets, publications, web communications, and social media. The News Service routinely updates the public on curricular changes, tuition costs, and scholarship opportunities, and places special emphasis on providing both summary and contextual information about discussions and actions of the Board of Regents, University operations, and legislative relations and public issues. These activities are captured on [Discover.umn.edu](#).

Sources

- 2014 University Plan, Performance, and Accountability Report
- 2018_Accountability_Report
- 2018_Accountability_Report_highlights
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- 2b.10 Admissions - University of Minnesota Twin Cities
- 2b.11 Home Graduate School
- 2b.12 CCPS
- 2b.13 University Relations
- 2b.14 Discover UMN
- 2B.2 Home Executive Vice President and Provost
- 2b.3 Admissions and Aid
- 2b.4 Net Price Calculator
- 2b.5 One Stop Student Services - Twin Cities
- 2b.6 College of Liberal Arts University of Minnesota
- 2b.7 CSE College College of Science and Engineering
- 2b.8 Placement MCFAM
- 2b.9 Reports Medical School - University of Minnesota
- Admissions and Aid web information
- Admissions Homepage
- Brand Policy
- College of Continuing Education Homepage
- College of Liberal Arts Homepage
- College of Science & Engineering Homepage
- Cost Estimator
- Discover.UMN.edu
- Freshman Viewbook Fall 2015
- Graduate School Homepage
- Master of Financial Mathematics Career Placement Statistics
- Medical School Program Evaluation
- One Stop Student Services

- [Provost's Office Accreditation Information Page](#)
- [University of Minnesota Homepage](#)
- [University Relations Overview](#)

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The University of Minnesota Board of Regents is an autonomous governing body

The twelve-member Board of Regents of the University of Minnesota provides leadership and oversight as the constitutionally autonomous governing body for the institution. Consistent with the [University's Charter](#), the University receives financial appropriations from the state of Minnesota, but is empowered to manage the University as a separate department of government rather than an agency of the executive or legislative branch. Regents are selected by the legislature with recommendations by the state's Regent Candidate Advisory Council.

[Constitutional autonomy](#) helps insulate University operations from political influences, which is consistent with and supports academic freedom at the University. It rests authority for decisions about University operations with a citizen board whose bylaws and policies emphasize professionalism, managerial commitment, and best practices of responsible and ethical conduct. Background on these [foundational principles and on the principles for good governance](#) is discussed with new regents during their orientation and elucidated in an online board manual.

The Board of Regents provides leadership and engages in issues appropriate for its role

The Board of Regents is the cornerstone of a shared governance system consisting of the Board (with the President an ex officio member); faculty, staff, and student standing committees; and a variety of advisory councils and other groups. The Board is responsible for reviewing and approving the mission of the University; exercising fiduciary responsibility for the institution; and developing and reviewing policies that advance the University's mission. The Board plays a vital role in setting strategic priorities in concert with the administration, providing advice and counsel to the President, and communicating decisions to public constituencies. At the same time, it clearly delegates day-to-day management of the institution to the administration, and expects the faculty to oversee academic matters. Institutional decision-making is governed by the University's charter, bylaws, and delegation of authority policies. The policies of the Board of Regents are umbrella policies that provide the framework and direction for the administration of the University.

The Board has strong policies to ensure that the body as a whole and members individually uphold

the highest standards of integrity, govern in the interests of the institution, and steer clear of undue influence by any officials or external parties. The policies are self-correcting measures that provide a strong governance culture and de facto structural support for Board operations. See Core Component 2.A for an overview of the University's policy framework.

The operations and decision-making of the Board reflect a marked degree of openness and public scrutiny. Meetings of the Board of Regents and its committees are governed by the Minnesota Open Meeting Law (Minnesota Statutes 471.705). Regents must stand for reelection by the legislature every six years.

A small professional staff supports the twelve Regents in their governance and policy-making roles, coordinates communication with public constituencies, and serves as a liaison between the Board and the University's administration to advance shared governance. This ensures that the Board engages administration, faculty, and staff while providing oversight and meeting fiduciary responsibilities. "[Board Meeting Standards & Guidelines](#)" and "[Board of Regents Annual Planning Overview](#)" are two documents used as key references for aligning shared understanding of the structural roles of the Board, administration, and faculty and staff constituencies. See Core Component 5.B for additional detail.

Sources

- Board Meeting Standards and Guidelines
- Board of Regents Annual Planning Overview
- Board of Regents Policy: Audit Committee Charter
- Board of Regents Policy: Board Authority
- Board of Regents Policy: Board Operations and Agenda Guidelines
- Board of Regents Policy: Code of Conduct
- Board of Regents Policy: Code of Ethics
- Board of Regents Policy: Reservation and Delegation
- Board of Regents Policy: Responsibilities of the Board and Individual Regents
- Constitutional Autonomy
- Foundation for Governance
- University of Minnesota Charter
- University of Minnesota Mission Statement
- University Policy Library

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Academic freedom is a core value at the University of Minnesota

The preamble and sections 1.1 and 1.2 of the Board of Regents policy on [Faculty Tenure](#) provide the principles upon which the University safeguards the academic freedom of expression and the pursuit of truth and risk-taking inquiry. The principles guiding academic freedom and tenure were established in the 1945 tenure regulations and have been reaffirmed in each subsequently amended version of the policy. The University's statement fully reflects the [academic freedom statement adopted by the Association of American University Professors](#) (AAUP) in 1940.

The tenure policy establishes the connection between tenure and academic freedom, emphasizing that tenure is the mechanism that provides faculty the necessary protection against violations of academic freedom. The tenure regulations incorporate the language from the Board of Regents policy on [Academic Freedom and Responsibilities](#), which broadly applies academic freedom to the entire academic community. The statement on academic freedom is established in both policies and establishes broad parameters for the academic freedom of expression:

"Academic Freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research and creative expression and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University."

The University Senate Committee on Academic Freedom and Tenure is the shared governance forum in which matters related to academic freedom and expression are discussed. The committee consists of tenure-stream faculty, contract faculty, professional and administrative employees, graduate students, and ex officio members from the administration.

Senior leadership has maintained the University's commitment to academic freedom even when events have proven controversial. For example, while many criticized the Humphrey School of Public Affairs for inviting Condoleezza Rice to speak as part of its Distinguished Carlson Lecture Series in 2014, [leaders, students, and faculty argued the importance of the free exchange of ideas](#). And in 2007, despite immense pressure from religious organizations, donors, and Minnesota citizens, [leadership supported the theater department's right to perform the play, *The Pope and the Witch*](#).

Academic freedom is the first listed foundational commitment in the new [strategic plan](#). In October 2014, Provost Karen Hanson hosted a [campus forum on Speech, "Civility," and Academic Freedom](#). A series of additional events on these topics is being planned for the coming academic year.

In April of 2019, several units throughout the University partnered with [PEN America](#) to facilitate three conversations for students, staff and faculty to discuss free speech and academic freedom as core principles associated with the University. These conversations included a focus on how academic freedom is balanced with the University's intent to provide an inclusive environment free

from bias.

Sources

- AAUP Principles on Academic Freedom and Tenure
- Academic Freedom Forum
- Board of Regents Policy: Academic Freedom and Responsibility
- Board of Regents Policy: Academic Freedom and Responsibility
- Board of Regents Policy: Faculty Tenure
- Minnesota Daily - U Community Responds to Condoleezza Rice's Invitation to Speak
- Minnesota Public Radio News - The Pope, the Witch, the U and the Church
- Policy: Academic Appointments with Teaching Functions
- Strategic Plan
- Strategic Planning Overview

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

The University of Minnesota provides oversight of research and scholarly practices

All members of the University are expected to exemplify the highest standards of integrity and ethical conduct. In 1999, The Board of Regents and the University Senate approved the [Education in the Responsible Conduct of Sponsored Research and Grants Management](#) policy. This policy requires that all faculty and principal investigators complete instruction in the [Responsible Conduct of Research and Scholarship](#) (RCR) as a prerequisite for the receipt of sponsored project funding. In support of the policy, the University provides instructional materials, workshops, and contacts to help principal investigators and researchers meet the challenge of responsible conduct in research and scholarship.

The University has an Institutional Review Board (IRB) and accompanying policies to ensure that the health, well-being, and ethical rights of human subjects are protected when participants in research conducted by faculty, staff, or students at the University. The faculty members forming the IRB establish and maintain guidelines in accordance with federal regulations, ethical considerations, and best practices; review and approve research proposals according to the [IRB guide](#); and review and approve research proposals as required by external organizations (e.g., funding agencies, hospitals, clinics). All research conducted on campus or by University faculty, staff, or students that involves human subjects must be approved by the IRB prior to commencing. In the review and approval process, the IRB considers if risks to subjects have been minimized, if the selection of subjects is equitable, if informed consent has been obtained, and if there are adequate provisions to protect the privacy of subjects. The University's human research protection program is a fully [AAHRPP accredited program](#).

The University recently received reports critical of the human research protection program and in response has developed a [work plan](#) to ensure that the program is a national model, ensuring the highest standards in science and ethics with protection of human research participants at the center of that work. This plan will be fully implemented in the next year.

The University has an Institutional Animal Care and Use Committee (IACUC), which reviews all projects involving animals to ensure that projects are justified by their benefits and minimize animal pain or suffering. The 18 members of the IACUC represent University faculty, staff, students, and the local community. The IACUC has established [Regulatory Charge and Governing Principles](#) and the animal care and use program is an [AAALAC accredited program](#). Along with the University's [Research Animal Resources](#) (RAR) staff, IACUC regularly inspects all projects using

and housing animals. The RAR provides for and disseminates information on the care, health, and well-being of animals at the University.

The University of Minnesota guides students in the ethical use of information

All graduate and undergraduate students who work on research projects supported by NSF or USDA-NIFA must complete research ethics training. The specific training required depends on role:

- **Graduate students** must complete one of the courses, seminars, or activities from an [approved list](#).
- **Undergraduate students** must complete the Collaborative IRB Training Initiative research ethics curriculum, or one of the courses, seminars, or activities from an [approved list](#).

The National Institutes of Health (NIH) requires recipients of all NIH programs with a training component to complete a research ethics training requirement. To meet this requirement, the University requires the [Responsible Conduct of Research core curriculum](#) be completed.

The Center for Writing and the University Libraries educate students on the ethical use of information. For example, the Center for Writing offers [workshops and resources on documenting sources and avoiding plagiarism](#). The [Libraries' copyright program](#) offers workshops, personal and small-group consultations, and course-integrated instruction. Topics include the basics of copyright law (copyrightability, rights and responsibilities, who owns what); project or research planning (what can be copied? what can be shared?); and educational and classroom use questions (fair use and additional useful tools).

The University of Minnesota enforces policies on academic honesty and integrity

The [University expects academic integrity from its employees at all times and in all circumstances](#). University employees may not engage in misconduct in research or other scholarly activity.

Employees and other individuals who are involved in research, scholarly, and artistic activities under the aegis of the University must adhere to the Board of Regents Policy on [Academic Misconduct](#) and must cooperate with the assessment and review of any allegation.

Scholastic dishonesty by a student in the performance of academic work is a violation of the [Student Conduct Code](#). Complaints of alleged scholastic dishonesty are resolved in accordance with established collegiate and Student Conduct Code policies and procedures. However, in cases where a student is accused of misconduct while working on federally sponsored University research, the question of whether research misconduct occurred will be determined according to this policy and the sponsor's regulations.

Sources

- Annual Research Report, 2014
- Approved Ethics Courses
- Association for Assessment and Accreditation of Laboratory Animal Care
- Association for the Accreditation of Human Research Protection Programs
- Board of Regents Policy: Academic Misconduct
- Board of Regents Policy: Academic Misconduct

- Board of Regents Policy: Student Code of Conduct
- Copyright Information and Resources from the University Libraries
- Documenting Citations & Avoiding Plagiarism from the Center for Writing
- Implementing the Recommendations of the External Review of the University of Minnesota Human Research Protection Program: Work Plan
- Institutional Animal Care and Use Committee Regulatory Charge & Governing Principles
- Institutional Review Board Homepage
- MnDRIVE Overview
- MnDRIVE Overview
- Policy: Education in the Responsible Conduct of Sponsored Research and Grants Management
- Policy: Research Misconduct
- Research Animal Resources Homepage
- Research Animal Resources Homepage
- Responsible Conduct of Research Core Curriculum

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The University of Minnesota has a strong policy framework that articulates expectations for ethical and responsible conduct. The University holds academic freedom as a core value and fosters a culture of integrity, fairness, responsible stewardship, transparency, and accountability. The institution provides oversight of research and scholarly practices and its programs are clearly and consistently represented to students and the public. The Board of Regents is an autonomous governing body that provides leadership and engages in issues appropriate for its role.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

The University of Minnesota ensures the quality of its academic programs through rigorous processes at the departmental, collegiate, and institutional level. Goals and learning objectives are integral components of degree programs, as is the consistency of these programs across delivery methods.

The University of Minnesota enforces institutional requirements that ensure academic quality

Academic excellence at the University is guided by [policy that ensures local control of degree programs](#). Departments and colleges have the authority to establish curricula and to set requirements for majors, minors, and certificates, for undergraduate, graduate, and professional programs, and to add to or remove courses in accordance with rules established by the college. While all degree changes are subject to final review by the Board of Regents, the University maintains that the faculty, as experts in their disciplines, are responsible for ensuring academic rigor. Departments and colleges create internal processes for advancing new courses and degree programs, as well as for changing existing courses and programs (see the [College of Education and Human Development](#) for one example).

After clearing departmental and collegiate processes, degree program information is entered into the [Program and Curricular Approval System](#) (PCAS). PCAS maintains academic program information for majors, minors, and certificates, which is linked to graduation clearance systems as well as other advising systems that track students' progress toward degree completion. All requirements for admission and degree progress, as well as prerequisites and licensing standards, are listed in PCAS, which populates the University course catalog and is the official source of record for academic program requirements. All undergraduate majors are required to provide at least [one sample plan](#) that effectively demonstrates how a student can complete all degree requirements within four years.

In addition, PCAS contains narrative information about how programs reflect larger institutional

mission, address need and demand, efficiently and effectively use institutional resources, address goals for quality and diversity, and project how the program will develop over time. [This information is reviewed and approved at the department, collegiate, and institutional level, with final approval coming from the Board of Regents.](#)

A similar system for maintaining information on individual credit-bearing courses is called the Electronic Course Authorization System (ECAS). This information feeds the course scheduling system and student records. Undergraduate courses and new majors are also reviewed and approved by the [Campus Curriculum Committee](#). In addition to ensuring that courses adhere to curricular standards, the committee works to enhance communication between colleges and departments, mediates intercollegiate conflicts, and works to prevent duplication and overlap across the curriculum.

At the end of a student's academic career, the student's collegiate advising and records staff review the student's degree audit and transcript to ensure all degree requirements have been completed. The collegiate recommendations for degree clearance are then forwarded to the Office of the Registrar where, as a final point of quality assurance, degrees are cleared by staff in who check degrees against University standards to ensure that they adhere to institutional policy at each academic level. For some upper-level professional programs, collegiate registrars clear the degrees, checking to ensure that their programs' curricular expectations, as well as the standards required by professional accrediting bodies, have been followed in the attainment of a degree.

Goals and outcomes define University of Minnesota academic programs

The University is committed to ensuring that students can, upon completion of a degree, demonstrate what they have learned. In addition to curricular rigor established by departments and colleges, undergraduate degree programs include institutional-level learning outcomes. In 2007, after more than three years of development work by staff in the Office of Faculty and Academic Affairs, as well as campus-wide consultative discussion, the University Senate adopted a set of undergraduate [student learning outcomes](#) (SLOs) that define what students will be able to do when they have completed any undergraduate degree, regardless of major. These seven SLOs are incorporated into the course curricula and learning activities for all undergraduate students. Seven [student development outcomes](#) (SDOs) complement the SLOs. The SLOs guide faculty as they develop individual courses and requirements for undergraduate majors and minors. The SDOs guide students to engage in activities that help them develop certain characteristics, including resilience, tolerance for ambiguity, and goal orientation.

Expectations about [credit and grade point requirements](#) are defined in policy and tracked for all students through the APAS (Academic Progress Audit System), which is available to individual students and advisers. Undergraduate students are [expected to declare a major before or upon achieving 60 credits](#), and to make [timely progress toward degree completion](#).

The synthesis of University-wide core curricular standards, discipline-specific academic requirements, institutional-level learning and development objectives, and culminating senior experiences within departments and colleges provide students with an excellent, intentional undergraduate education.

Graduate Education

Graduate education is governed by University-wide policies that address standards of performance

and progress for both [master's](#) and [doctoral](#) students, as well as [credit requirements](#), degree completion processes for master's and doctoral students, and [appointment of reviewers to graduate examination committees](#). These policies are developed and regularly revisited under the purview of the Vice Provost and Dean of Graduate Education, in consultation with faculty, staff, and student stakeholders.

In 2013, a Graduate School committee developed guidelines for the development and articulation of detailed graduate program goals and student outcomes. The [guidelines](#) make transparent to students and faculty the program expectations that address the different aspects of professional and scholarly development and require that every graduate program clearly articulate its particular educational aspirations for graduate students as well as potential measures of their achievement. Each program is expected to produce a clear statement of graduate student educational goals through conversations between faculty and students, surveys, and other methods. The statement must specify written processes for assessing how individual graduate students are meeting these goals. The learning goals and assessment plan are living documents that become part of the program's ongoing improvement process through continuing and comprehensive review and update.

During 2013–14, ten graduate programs piloted new approaches in developing and articulating program goals. In each instance, they described the process of engagement with students and faculty, articulated the program goals, and then indicated the ways in which the outcomes would be assessed. Guidelines, [actual examples](#), and resources for other programs are available on the [Graduate Program Goals website](#). Workshops were offered to directors of graduate studies, department chairs, and others. Among the graduate programs that have defined student learning goals, the most prevalent outcomes include knowledge and scholarship, research and methodological skills relevant to the field, and communication skills, and most described additional goals including interdisciplinarity, global outlook, and professionalism.

Professional Education

The University has over [200 accredited programs](#). Many professional programs articulate learning goals and standards for performance and mastery based upon licensure and certification requirements of the profession. Accredited professional programs must demonstrate compliance with external standards for education and assessment. Experiential components for the health professions programs occur simultaneously at a variety of sites, with affiliation agreements between the program and the teaching site/organization articulating the expectations and requirements. Programs develop standardized learning goals, educational objectives, learning activities, and assessment methods for these experiences regardless of location. These standardized expectations are dictated by accreditation standards and are monitored through a variety of program monitoring and evaluation methods (rotation evaluations, annual reviews, and review of student case and encounter logs).

The University of Minnesota maintains controls that provide for consistency and quality across delivery modes and locations

University policies regarding [instructional time per course credit](#), [instructor responsibilities for teaching and learning](#), and [student responsibilities for teaching and learning](#) apply to all courses, regardless of length of the academic term, location where the course is delivered, and method(s) of course delivery.

Oversight for course offerings occurs at the departmental, collegiate, and institutional levels. For example, data from the course scheduling system is reviewed to ensure that courses are meeting for

the appropriate amount of time, and that standards for expected instructional time are met, regardless of delivery method(s).

Dual Credit

The University has a long history of serving younger students who are prepared for college coursework. Legislation passed in 1985 allows juniors and seniors in Minnesota high schools to register concurrently for high school and postsecondary course work through two dual-credit programs: College in the Schools (CIS) and Post-Secondary Education Option (PSEO). Both programs are administered through the College of Continuing and Professional Studies.

Qualified high school students in CIS, which is accredited by the National Alliance of Concurrent Enrollment Partnerships, take the same courses, use the same texts and assessments (or faculty-approved alternatives), and are held to the same academic standards as students on the University campus. University faculty select, prepare, and support CIS high school teachers, who must attend University-led, discipline-specific professional development workshops at least three times a year, covering the content, assessment, and pedagogy of the University course, as well as innovations in the field. Faculty oversight includes teacher observations as well as review of the syllabi, grade distributions, and student evaluations of CIS teachers. The University currently offers 41 courses through CIS.

The PSEO Program allows high school juniors and seniors to take classes on the Twin Cities campus, for which they earn both high school and University of Minnesota credit. The PSEO program serves approximately 600 students per year, who take a broad range of University courses alongside enrolled University students.

Online

Ensuring quality for courses delivered through methods other than the traditional on-campus classroom setting has been a University priority since the development of correspondence courses decades ago, the evolution of radio and television courses, and the more recent growth in online courses.

The University's first online course was offered in 1996. Currently, close to 2,000 online and blended courses and 23 online or blended programs are offered each year. Support for online learning takes many shapes, from the use of national resources to campus-based initiatives. Through the Center for Educational Innovation (CEI), the University provides tangible support, as well as aspirational direction, for faculty and staff delivering academic content online.

Since 2009, the University of Minnesota has been an institutional member of [Quality Matters](#) (QM), the national online quality rubric. The QM curriculum introduces faculty and instructional staff to best practices in instructional design, provides a rubric for assessing online course design, and outlines a process for continuous improvement of online and hybrid courses. In recent years, CEI has embarked on a benchmarking study using the nationally recognized Online Learning Consortium "Quality Scorecard: Criteria for Excellence in the Administration of Online Programs." By measuring online and blended programs against best practices in the field, the University seeks to identify current strengths and gaps in support of online and blended learning, and to set priorities for strategic improvements.

In addition to CEI, located in the Office of the Executive Vice President and Provost, collegiate units

employ teams of instructional design experts who serve faculty in both technological and pedagogical capacities. Finally, the Office of Information Technology hosts [Academic Technology Support Services](#), a one-stop shop of academic technologists, video and media producers, instructional designers, and project managers ready to work with faculty and instructors to design or explore options to improve teaching and learning practices through the use of technology.

In an effort to work better across all of the entities of this decentralized system, the Office of the Executive Vice President and Provost recently convened staff from across the university system to serve as members of the [Digital Learning Operational Governance](#) (DiaLOG) community. DiaLOG exists to ensure that units from across the University work together to address challenging operational academic technology issues for the improvement of teaching and student learning. These groups work collectively to provide strategic leadership in areas of the learning management system platform, academic technology tools, and learning analytics.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

With 16 colleges and schools that enroll over 30,000 undergraduate students in 149 academic degree programs and nearly 16,000 students in graduate and professional programs, the University is deeply committed to providing students with an exceptional education in the context of a comprehensive research university. Enrollment and program planning are managed by University, collegiate, and program leaders. For example, during the summer the Provost and the Vice Provost and Dean of Undergraduate Education send [enrollment data](#) to each college and then meet individually with the dean and associate dean to set enrollment targets and discuss key collegiate issues.

The University of Minnesota has a comprehensive educational framework with common requirements for every undergraduatedegree program

The University approaches teaching and learning with a strong sense of purpose and consensus about core educational values, as formally articulated in an undergraduate framework of learning and development outcomes and liberal education requirements and with well-defined policies and processes to support excellence in graduate and professional education. The Board of Regents policy on [Undergraduate Student Learning and Development Outcomes](#) and the University's [liberal education requirements](#) apply to all undergraduates. This framework ties together many of the other components of the undergraduate educational experience, including liberal education, [Writing-Enriched Curriculum](#), and courses required within the major, and is used as the basis for monitoring and measuring educational outcomes, to support student progress toward degree and to continuously improve and document institutional performance. Additionally, each health science baccalaureate program (except mortuary science) is required to participate in the [Health interprofessional education program](#), which assures that graduates are "collaboration-ready" to work on healthcare teams.

Student Learning and Development Outcomes

The Student Learning Outcomes stipulate that at the time of receiving a bachelor's degree, students will:

- Be able to identify, define, and solve problems.
- Be able locate and critically evaluate information.
- Have mastered a body of knowledge and a mode of inquiry.
- Understand diverse philosophies and cultures within and across societies.
- Be able to communicate effectively. understand the role of creativity, innovation, discovery, and expression across disciplines.
- Have acquired skills for effective citizenship and lifelong learning.

The Student Development Outcomes specify that as they progress toward their bachelor's degrees, all students will develop and demonstrate achievement in several areas:

- Responsibility and accountability
- Goal orientation
- Resilience
- Tolerance of ambiguity
- Independence and interdependence
- Self awareness
- Appreciation of differences

The student learning and development outcomes were developed by a [campus-wide strategic planning task force](#) whose charge was to "articulate high expectations and standards for all enrolled students, while providing integrated academic support that improves student outcomes (e.g., retention, learning, timely graduation, satisfaction) and enhances the total student experience." The intended result is the "timely graduation of bright, curious, motivated students who will be analytical, possess strong communication skills, and become leaders in a global society." The outcomes reflect the whole educational experience; some of them may come primarily through study within a major, but others will be realized through liberal education requirements as well as through various co-curricular experiences. The requirements make clear the University's expectation that all undergraduates will develop essential attitudes and qualities of the mind, fundamental skills and competencies, and understanding of different modes of intellectual inquiry. The requirements also set the stage for continuous improvement in teaching and learning at both program and institutional levels.

Liberal Education Requirements

The [liberal education requirements](#), which took effect in fall 2010 following extensive campus-wide review and approval by the University Senate in 2008, are the cornerstone of academic program and curricular planning. The University [renewed the institution's commitment to liberal education](#) as central to its mission, building on an earlier report ([A Liberal Education Agenda for the 1990s and Beyond](#)) that had spoken eloquently to the value of liberal education at a major research university. In tandem with the learning outcomes, these requirements establish a [purposeful framework that deemphasizes "input" characteristics](#) such as test scores in favor of meaningful "output measures" focusing on what students have learned and what they are able to do when they complete their degrees.

The University's interest in and commitment to a well-considered, thoughtfully constructed liberal education curriculum was made clear through strong participation in an extensive, four-year review of the current requirements and whether they should be revised. Fall 2015 - fall 2017 a Liberal Education Pre-Planning Group met and, based on feedback from three University-wide forums, determined it was the right time to charge a redesign committee. In November 2017 a Liberal Education Redesign Committee with faculty representation from all undergraduate colleges met to develop one or more possible designs/models for a revised liberal education curriculum. Proposed plans were released for broad faculty review May - October 2019 and, after extensive feedback and consultation, the University Senate voted in December 2019 to not adopt proposed [Plan A nor Plan D outlined in the final committee report](#). As a result, the liberal education requirements affirmed in 2008 remain in place.

The [liberal education curriculum](#) invites students to investigate the world from new perspectives, learn new ways of thinking that will be useful in many areas of life, and grow as active citizens and lifelong learners. Students are required to take one course in seven broad disciplinary core areas and one course in each of four of five thematic areas. The diversified core requirements guide students through the why and how of different academic disciplines, equipping students with tools to solve problems in everyday life and work and, ultimately, to make a positive difference in their community and the world. The thematic requirements prepare students to become knowledgeable, ethical, and engaged public citizens.

To be [certified as fulfilling a liberal education requirement](#), courses must undergo a rigorous review by the [Council on Liberal Education](#) and be recertified every eight years. Certified courses must be taught by regular faculty or by instructors on continuing appointments and syllabi must include explicit information documenting how the course meets the core or theme criteria through the stated course objectives, course topics, writing assignments, and required readings.

All courses in the diversified core must explicitly help students understand what liberal education is, how the content and the substance of the course enhance a liberal education, and what this means for students as learners and as citizens. They must also employ small-group experiences and writing as appropriate, and include teaching and learning strategies that engage students with doing the work of the field, not just reading about it.

The theme courses, with their emphasis on compelling contemporary issues, must offer students a sustained opportunity to engage in difficult debates around moral, legal, ethical, and culturally complex issues that require critical inquiry from a variety of perspectives and the cultivation of independent thinking. All theme courses have the common goal of cultivating in students a number of habits of mind: thinking ethically about important challenges facing our society and world; reflecting on the shared sense of responsibility required to build and maintain community; connecting knowledge and practice; recognizing and respecting differences; and fostering a stronger sense of our roles as historical agents.

The liberal education requirements dovetail with rigorous writing requirements. To meet the [writing intensive requirement](#) (within the liberal education requirements), undergraduates must take a freshman class in writing and four additional writing-intensive classes, including writing coursework in their major. Courses that fulfill the writing intensive requirement have been reviewed by the Campus Writing Board. Undergraduate course syllabi are required to indicate how the course fulfills a writing intensive or liberal education requirement. The [Writing-Enriched Curriculum program](#) offers faculty and instructors a process for ensuring that effective and relevant writing instruction is infused throughout the undergraduate curricula. Since 2007, at least 70 departments and programs

have developed and implemented customized undergraduate writing plans, encompassing 100 majors (see 4B for additional information).

The University of Minnesota provides an enriched educational experience

Diversity

Undergraduate student learning outcomes and liberal education requirements require students to engage in active learning focused on the diverse and changing world in which they will live and work, preparing students to succeed in a global and multicultural society. Guidelines for theme course proposals reflect the University's [commitment to diversity as a driving force and necessary condition for excellence](#). The Office of Undergraduate Education collaborates with the Office for Equity and Diversity on a number of initiatives, including the Multicultural Student Success Committee (MSSC).

In 2018, the University's Board of Regents passed a [resolution](#) related to diversity in undergraduate education on the Twin Cities campus. This resolution outlines specific measures aimed at improving the experiences and outcomes of multicultural students including reducing the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50% by 2025 as well as improving the satisfaction and campus climate for these students. A campus-wide Multicultural Student Success Committee was established and proposed recommendations aimed at increasing financial support for low-income students, examining institutional structures and effectiveness from an equity-minded lens, improving classroom climate and increasing direct support and programs for multicultural and underrepresented students. The Office of Undergraduate Education [reports annually to the Board of Regents](#) regarding the progress made towards the resolution. Continued efforts to improve the undergraduate experience for underrepresented students are underway and measurable gains have been achieved in reducing graduation gaps and improving campus climate.

The [Graduate School](#) collaborates with graduate programs and other units to advance diversity integral to the quality of graduate education, to the academic and professional development of graduate students, to intellectual communication and scholarship across disciplines, and values of scholarly integrity and inclusivity. As part of its commitment to increasing the recruitment, retention and graduation of a diverse graduate student body, the Graduate School created and filled a new position in 2019: the [Associate Director of Diversity & Inclusion Consulting](#). This position partners with collegiate, graduate program, and [department leadership and administrators](#) to support new and existing efforts to increase the retention and success of historically underrepresented graduate students and postdoctoral scholars by supporting their work to foster organizational environments that value diversity and inclusion.

In 2020 the Graduate School, in partnership with the Office for Equity and Diversity, established the Equity, Diversity & Inclusion Consult Group, a convening of systemwide diversity consultation providers. The group [meets monthly](#) to share resources and best practices, and to encourage collaboration among staff.

The health professions programs strive to foster learning environments where differences are valued and learners are trained to be culturally competent professionals, prepared to meet the needs of diverse patient populations. Each program offers didactic and clinical/experiential coursework through which learners develop an awareness of the cultural and racial diversity of patients/clients, and an understanding of the social determinants of health, with the goal of improving access to

health care and reducing disparities in health for all patients/clients. Many of the clinical placement sites serve very diverse patient populations and provide learners with opportunities to develop the communication and clinical skills necessary to provide equitable and safe care to all patients. Curricula emphasize health disparities experienced by Minnesota's Somali, Hmong, African-American, and Hispanic populations. Many health professions programs require community outreach and service in their curricula to foster an awareness and appreciation for the diversity of patients/clients. Each program actively recruits and retains students, faculty, and staff from underrepresented groups, and the University offers a number of workforce pipeline programs to promote health careers in underrepresented groups, and increase diversity in the health professions.

Research

The University, which generates over \$980 million systemwide in research and development expenditures annually, ranks as one of the top ten elite public research institutions in the nation and is a powerful economic engine for the state, creating \$8.6 billion in total economic impact annually. The University's research contributions are evident through extensive professional and general-audience publications, numerous national and international awards and recognitions, a vast portfolio of patented and patent-pending inventions, the creation of dozens of new start-up companies, and other means described in the [Annual Research Report](#).

As a comprehensive research institution, the University's framework for undergraduate education actively promotes experiential learning, including contributing to research, discovery, and creative work by faculty and students. This message is communicated to undergraduates from the beginning of their career at the University. For example, [Provost](#) and [faculty remarks](#) at [New Student Convocation](#) explain the distinctive characteristics of an undergraduate education at a research university, and encourage students to "catch the excitement of that research enterprise." In addition to research and creative work done within a class, students have the opportunity to work as undergraduate research assistants in labs and creative studios alongside faculty and graduate students. In 2014, undergraduate student employment provided over \$26 million in support to over 10,000 students, 13% of whom were employed to work on sponsored projects. The [Undergraduate Research Opportunities Program](#) provides stipends to over 500 students each year to work with a faculty mentor on a research project (See Core Component 3.C for more about UROP).

Graduate education is intended and designed to encourage the acquisition and generation of new knowledge. Faculty, staff, postdoctoral associates, and students contribute to creative and scholarly work, generate field-shaping research findings, make life-changing discoveries, and tackle grand challenges on a daily basis. Common to all graduate research degrees is an emphasis on developing the research ability of a student through a project that is carried out by the student under the supervision of a faculty adviser and that builds on the innate curiosity common to students seeking an advanced degree.

New graduate education policies—adopted in 2012—improve the balance among coursework, research training, and independent scholarly work, resulting in earlier opportunities for students to engage in research and scholarly activities. For example, doctoral students have an ["early thesis registration"](#) option, which allows them to receive credit for research related to their dissertation prior to the completion of their preliminary oral examination. During each of the past five years, an [average of 155 graduate students](#) took advantage of this early thesis registration option. Many professional programs also require successful completion of formal scholarly projects requiring the collection, appraisal, critique, and communication of evidence and information from a variety of sources.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

The University recruits and develops world-class faculty and instructional staff who are innovative, energetic, and dedicated to the highest standard of excellence. Faculty, instructors, and student services staff ensure that students receive an exceptional educational experience. The University supports faculty and staff through regular review and professional development opportunities.

The University of Minnesota employs highly qualified faculty and instructional staff to develop, deliver, evaluate, and improve the educational experience of all students

Sufficient Numbers and Appropriately Qualified

The University employs [3709 full-time faculty](#) to deliver instruction to undergraduate, graduate, and professional students. An additional 622 part-time faculty supplement the full-time faculty teaching responsibilities. The [faculty-student ratio is 17:1](#), which places the University of Minnesota 22nd among 72 research universities in the very high research activity category in the Carnegie classification.

The University's [academic appointments policy](#) outlines the standards for appointments of faculty and other instructional staff and requires that colleges adopt personnel plans that indicate the appropriate balance of responsibilities to be carried out by faculty and academic staff. This policy also limits the instruction in credit-bearing courses to appointment types for which the University can assure that individuals have the appropriate qualifications and training. To ensure compliance with this policy, the University [verifies the academic credentials of both faculty and instructional staff](#) at the time of hire. Appointments are processed centrally with accompanying required documents providing proof of degree.

While granted an extension until September 1, 2022 to become fully compliant with the faculty qualification requirement, the University is close to reaching that goal and takes multiple steps to ensure the qualifications of instructors teaching in its dual-credit [College in the Schools \(CIS\) program](#). Specifically:

1. CIS instructors must meet minimum academic and experience requirements, which are consistent with HLC expectations and developed by the University faculty coordinator in consultation with the sponsoring academic department. CIS instructors are appointed as teaching specialists in the College of Continuing and Professional Studies.
2. A University faculty or academic staff person is selected by the relevant academic department to oversee the CIS section(s) and the instructors teaching CIS sections in that discipline. Among the duties of the faculty coordinator are:
 - Accepting or denying instructor applications.
 - Observing CIS instructors teach, to ensure the pedagogy and content match that in college-campus sections.
 - Reviewing Student Rating of Teaching surveys completed by students in CIS sections.
3. Every year that they teach through CIS, instructors are required to participate in discipline-specific workshops led by a CIS faculty coordinator.
4. Finally, the CIS program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). To become accredited, the University demonstrated that the CIS program meets or exceeds standards of excellence applying to curriculum, student support, instructors, assessment, and program evaluation.

As of Spring 2020, 90% of 451 CIS instructors met the faculty qualification requirements. The remainder will meet the qualifications by September 1, 2022 or will no longer teach in the program.

Available for Inquiry

[Instructors receive clear guidelines](#) that outline the responsibilities for maintaining a productive and inclusive learning environment. These responsibilities include the instructor's role in providing accurate and timely information about the course, access to feedback regarding performance, class time, and office hours. Instructors are required to communicate this information to students at the beginning of a course, and typically include it in the [course syllabus](#).

Faculty are also required to hold office hours weekly, with the number of hours determined by the number of course sections being taught. They also make themselves available to students for inquiry in other ways, including email and Moodle forums. Data from the most recent [Student Experience in the Research University \(SERU\) survey](#) show that students do find faculty accessible outside of the instructional classroom setting.

Involved in All Academic Activities

University policy codifies the responsibility that colleges and departments have to establish and oversee their curricula and programs and for maintaining the academic requirements of the discipline. This includes faculty engaging in all aspects of the assessment of student learning, including testing and examination; the mapping of Student Learning Outcomes to individual courses (see Core Component 4.B); and the creation of all new courses and recertification of courses to satisfy the liberal education requirements (see Core Component 3.A).

Rigorously Evaluated

The University carefully and thoughtfully evaluates its faculty and instructional staff with the goal of providing meaningful feedback that can be monitored for improvement. Tenured and tenure-track faculty are evaluated annually, based on the University's three-fold mission of teaching, research, and service. All faculty must meet a minimum set of goals and expectations with respect to teaching and overall performance. Additionally, full-time instructors participate in the staff [annual performance evaluation process](#), with a particular focus on their instructional activities.

- **Annual review of tenure-track probationary faculty:** Tenure-track probationary faculty are governed by Section 7 of the Regents Policy on [Faculty Tenure](#) and the [Procedures for Reviewing Candidates for Tenure and/or Promotion](#). The annual appraisal is based on the unit's criteria and standards for tenure and/or promotion (the unit's 7.12 Statement). The faculty member's unit head conducts the performance evaluation meeting and completes a [probationary appraisal form](#) to document the annual review and address the performance in the context of the unit's 7.12 Statement. Annual reviews become part of the promotion and tenure dossier for probationary faculty.
- **Annual review of tenured faculty and post-tenure review:** Tenured faculty are reviewed annually and generally coincident with the merit review process. Post-tenure review refers both to the annual reviews of tenured faculty and to special reviews outlined in Section 7a. of the Regents Policy on [Faculty Tenure](#). Each unit has established goals and expectations for performance in three areas of research or creative work, teaching, or service.

For example, the Department of English has a [merit review committee](#) made up of five tenured faculty members invited by the chair of the department and ratified by faculty vote. Each faculty member's c.v., [faculty activities report](#), and supporting documentation is reviewed by two members of the committee (one reviews scholarship and creative activity and the other reviews teaching and service) based on [criteria approved by the faculty](#); the committee then meets to discuss all the reports and assign ratings. The department chair is an ex-officio member of the committee and works directly with any faculty member who is found to need support and development in any particular area.

One of the goals of post-tenure review (as part of the annual review) is to determine if faculty members have met the goals and expectations established by the unit. It may also provide a means of assisting faculty members who are experiencing difficulties in achieving the goals and expectations of their individual units. Each spring, colleges are asked to provide their results from annual reviews for tenured faculty from the previous academic year to the Executive Vice President and Provost. These overall results are presented to the Board of Regents each year.

The University evaluates the teaching effectiveness of all courses through student evaluations and the teaching effectiveness of all instructors through a peer review process. This process is outlined in the [Evaluation of Teaching policy](#), which states that evaluation of teaching data is used to identify areas in which an instructor may need to improve his or her teaching, and for faculty promotion, tenure, and salary merit decisions. The University's student rating of teaching protocol is standardized across colleges and campuses and allows the institutions to analyze student ratings of teaching over time. It is administered for each course each semester and designed to provide formative and summative feedback about instructor performance.

The University also relies on peer evaluation to improve teaching. A standard protocol and a set of observation rubrics for peer review of teaching have been adopted or adapted by all colleges (see the [Department of Computer Science and Engineering's Policy on Faculty Development and](#)

[Evaluation](#) for one example).

Given Opportunities for Professional Development

As outlined in Regents Policy on [Employee Development, Education, and Training](#), faculty development leaves provide eligible faculty the opportunity to spend time away from the University to focus on significant work already in progress, pursue new studies, investigation, research, scholarly writing and artistic projects, or to launch a new venture or enterprise. Three categories of leave are offered:

1. Single Semester Leave: A one-semester leave at full salary and full benefits.
2. Sabbatical Leave: A leave of up to one year at one-half salary and full benefits.
3. Entrepreneurial Leave: A leave of up to one year at no salary and, as determined by the percent of leave, full benefits or lump sum payment that may be used to offset benefits cost.

While academic development leaves allow faculty to devote time to studies, investigations, research, scholarly writing, and artistic projects, such leaves may also be used for curriculum development and other improvements in teaching practice. See Core Component 3.D for discussion of the University's resources and infrastructure supporting effective teaching.

In addition, faculty are supported in their advising role by the [Graduate School's advising resources](#) and initiatives, and the [Student Conflict Resolution Center's \(SCRC\) Dignity Project](#). Among the supports offered by the Graduate School and SCRC are the [S.U.C.C.E.S.S. model for faculty mentors and postbaccalaureate students](#) and a [Graduate Student Advising Guide](#).

Academic chairs and heads play a critical role in establishing and nurturing a productive working environment for faculty and staff. The comprehensive, full-year [Provost's Leadership Program for Academic Chairs and Heads](#) specifically targets new chairs and heads and focuses on mentoring faculty and staff, learning best practices for handling student issues, and addressing diversity and faculty life-course issues. The University also holds workshops for chairs and heads on a variety of topics, including promotion and tenure, post-tenure review, and annual review of faculty to ensure that leaders are knowledgeable about policies and procedures.

Other opportunities for professional development include:

- Each year, the [Teaching with Writing series](#) provides workshops, topical discussions, and writing retreats to faculty and instructors.
- The [Internationalizing Teaching and Learning Cohort Program](#) supports the internationalization of curriculum by engaging faculty in significant course design or redesign through a multidisciplinary cohort of their peers. Faculty identify global learning outcomes for their courses, expand their teaching strategies, and develop course materials, activities, and assessments.
- Participants in the [Equity and Diversity Certificate program](#) develop tools necessary for advancing equity and diversity in all aspects of their personal and professional lives. The program: (1) offers participants a framework for understanding equity and diversity work; (2) helps participants develop skills for equity and diversity work and; (3) gives participants experience working and communicating across differences. Since the program's start, more than 2,000 students, staff, and faculty have participated.
- A "Diversity in the Curriculum: Transforming your Syllabus" workshop is offered each semester to assist instructors in revising their course syllabus to be more inclusive of diversity.

The University of Minnesota provides outstanding student support services through academic advising, tutoring, financial aid, and co-curricular activities by a highly qualified staff who are national leaders in the field

Highly Qualified

The University recruits and develops highly-qualified staff who provide outstanding student support services. The University [requires student support service staff to have a combination of education, experience, and training](#) that is recognized by each respective field as representing a high level of competence in that field.

Academic advising positions comprise three primary areas of responsibility: academic advising, program operation, and professional development. Expectations for advisor performance, including areas of core competencies, are outlined in the [Core Advising Skills and Methods](#).

Training

Training further elevates and develops the core skills advisors need to do their essential job. The Office of Undergraduate Education has invested resources to support campus-wide training and professional development for advisors and student services professionals. This central training program aspires to be proactive, intentional, and sustainable. It also respects the unique nature of colleges and programs and recognizes their need to manage training for services and programs unique to their program needs. The UMTC advisor training and professional development framework consists of the following components modeled after the work of Wes Habley (1987) and Jeffrey McClellan (2007):

- **Conceptual:** Understanding the context within which advisors work
- **Informational:** Knowledge that advisors need to do their work
- **Relational:** Competencies to establish appropriate and effective connections with students
- **Technological:** Ability to effectively use advising technology and tools
- **Personal:** Advisor self-awareness and professional growth

The Advisor Training Workgroup is a committee that provides a vision for advisor training for the campus. It consults, coordinates, identifies, and prioritizes centralized training needs for the advising community. Once priorities are identified, training opportunities are then developed for advisors to participate in campus-wide events to continue their own growth and learning. The variety of in-person training opportunities prioritized for the community consists of: events, webinars, case study conversations, conferences, workshops, and topic-specific sessions.

Beyond in person training opportunities, there are also a variety of central tools and resources readily available for advisors to use in support of their essential work.

- [Advising Events Calendar](#): Advisors can find training and events from around the U relevant for the advising community
- [Advisor.umn.edu](#): This website is home to many resources and tools intended to support academic advising on campus.
- [Advising.umn.edu](#): Advisors can encourage students to use this site to prepare for their advising appointments and to better understand the variety of support services available on campus.
- [Advising Update](#): This monthly eNewsletter connects and informs advisors of policy updates,

- advising resources, and campus discussions.
- [Onboarding Guide](#): This checklist contains a customizable and comprehensive list of onboarding and training areas for new advisors and supervisors.
 - [Foundational Guides](#): These guides provide a framework for identifying ways to foster and further develop advising skills:
 - [Advising Philosophy](#): Defines our values related to excellent undergraduate advising at the U
 - [Core Advising Skills & Methods](#): Captures the essential skills and methods for the profession of undergraduate advising at the U

In addition to training, academic advisers work within a highly organized and well established culture and structure of professional development. The [Academic Advising Network \(AAN\)](#) offers programs for enhancing advisors' professional and personal development. AAN has an elected board responsible for organizing professional development opportunities for academic advisers. AAN fosters opportunities for professional growth, personal development, and community building. AAN also provides a forum for discussion and the exchange of ideas and information regarding academic advising within the University community.

Similar standards of excellence are demonstrated on other areas of student services:

- In University Recreation and Wellness, which provides fitness, wellness, recreation, and sport opportunities for students, 100% of professional staff members hold bachelor's degrees in relevant fields of study, 89% of staff members hold master's degrees, and 9% hold PhDs. The average length of experience among all professional staff is 11 years.
- In University Counseling and Consulting Services, 85% of professional staff members hold PhDs or PsyDs and 15% hold master's degrees. The average length of experience among all professional staff is 14 years.
- The director of the Student Conflict Resolution Center (SCRC) is a certified mediator and ombudsman with over 20 years of experience leading SCRC.
- Staff in International Student and Scholar Services are specially trained with advanced degrees in areas such as counseling psychology, law, and comparative and international development education.

Given Opportunities for Professional Development

Student support services staff receive support for professional development and operate in a culture with an expectation for development. For example [staff are active in national and international conferences](#). In addition, staff across the Office for Student Affairs regularly participate in state and regional conferences, webinars, workshops, trainings, and other professional development opportunities offered by the University or relevant professional organizations.

Staff within [Academic Support Resources \(ASR\)](#), an integrated service unit composed of Continuity and Compliance, One Stop Student Services, the registrar, student finance, and classroom management, [participate in and are national leaders in organizations](#) such as the American Association of Collegiate Registrars, the Institute for Student Services Professionals, and the Coalition for Higher Education Assistance Organizations.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

The University is committed to supporting student academic and personal success. In addition to general services provided to all students, the University has various resources tailored to support students based on different backgrounds, needs, and goals. Academic advisers guide students throughout their educational experience at the departmental, collegiate, and university levels. Student support services are available for areas including registration, finances, grades and transcripts, degree planning, academic support and tutoring, and campus life. All students and instructors have access to the resources and infrastructure that support high quality teaching and learning.

The University of Minnesota provides targeted support to all incoming students

Increased student persistence and retention is one indicator of student success. Over the past several years, the University has made strategic investments in new initiatives specifically aimed at increasing first-year retention.

Orienting Students to the University

Many of these initiatives are led by [Orientation and Transition Experiences](#), which supports students as they adjust to the challenges of collegiate life. [Programmatic areas](#) include:

- [Freshman](#) and [transfer student orientation](#)
- [Welcome Week](#)
- [Transfer Welcome Days](#)
- Orientations for parents of [first-year students](#), [international students](#), and [transfer students](#).

While most graduate programs provide departmental orientation for new students, the campus-wide [Graduate School Welcome and Resource Fair](#) introduces new graduate students to the University and connects them with each other. In 2019, 1,052 of 3,858 (27%) first-year graduate students registered for the event and reported positive [feedback](#). The Graduate School also offers a collection of online orientation modules that help students navigate their first year of graduate education. This continues

with more detailed information and resources in the [GEAR+ \(Graduate Education Resources Beyond the First Year\)](#) online modules. [GEAR 1 \(Graduate Education Resources for the First Year\)](#) modules include: Welcome to the University, Minnesota Life, Funding and Tuition, Being a Graduate Student, Your Health and Wellness, Planning After Year 1. Findings from a [recent program assessment](#) show that GEAR 1 provides access to resources that help students feel a part of the University of Minnesota graduate education community [even from a distance](#). The Graduate School shared its findings during a [Council of Graduate Schools webinar in May 2020](#).

Ongoing Support for New Students

The University [continues support for new students](#) beyond the initial welcome programs. Continued [support activities](#) include:

- A range of [Freshman Seminars](#)
- Courses for new students (such as the College of Liberal Arts' two [First-Year Experience courses](#))
- The [Second Year Experience](#) initiative
- **Orientation & Transition Experiences** (such [At Home in MN](#) programming and [Transfer Student Hangout](#).)
- The [New International Student Seminar](#)
- **First-Year Writing Program**
- **The Multicultural Center for Academic Excellence**
- [GEAR+ \(Graduate Education Resources Beyond the First Year\)](#) (see 4.B)

The University of Minnesota provides all students with academic advising and student services designed to improve student success

Appropriate Placement

Students are advised into courses for which they are adequately prepared through courses and curricula that include clear information regarding the [prerequisites and preparation necessary to succeed in a course or program](#). [Placement exams](#) are required for new undergraduate students, depending on the student's college of enrollment and intended major. Exams in chemistry and mathematics are assigned to new students before their first on-campus orientation. Students who achieved the [appropriate scores on Advanced Placement exams](#) receive credit and are advised to enroll in the appropriate next level courses for which they are prepared.

In spring 2019 a working group developed recommendations for improving student success in 'gateway courses' (foundational courses with high enrollment). Progress is being made on the recommendations including strategies for supporting transfer students and piloting ECoach, a tool to support students in specific courses via Canvas, the University's learning management system.

Undergraduate Academic Advising

Academic advising at the University is focused on student success and graduation and is a primary responsibility of the undergraduate colleges (see the [College of Liberal Arts advising website](#) for one example) with the Office of Undergraduate Education providing central advising support and coordination. Per [University policy](#), each unit's faculty collectively determine the mechanisms by which their faculty members will be involved in advising students, with the faculty in some units choosing to be more directly involved in advising while other units share that responsibility with

appropriately trained academic professionals (see 3.C for discussion on required academic adviser credentials and professional development).

Undergraduate academic advising is an educational partnership that encourages and supports students to be active and accountable in the creation and achievement of their academic, career, and personal development goals. It centers around the University's [values for excellent academic advising](#). In addition, academic advisors practice [core competencies](#) in their work with students in order to promote a sense of belonging and to guide students through a satisfied, successful overall campus experience. All staff who advise students practice these skills and methods with their students:

Some colleges offer differential advising for select student populations and/or major advising through faculty or departmental advising. Students may also be advised through central units (University Honors and Lindahl Academic Center for student athletes), while other central units (CAPE, PES, One Stop, ISSS, and LAC) provide complementary advising support to students across all colleges. [Several key systems help advisers assist students](#).

Graduate and Professional Student Academic Advising

A set of [University policies](#) governing graduate and professional education outlines standards for:

- [Eligibility requirements for serving on graduate examination committees](#) (including the role of an adviser)
- Performance standards and progress for [doctoral](#) and [master's](#) students
- [Doctoral](#) and [master's](#) degree completion

The purpose of these policies is to clearly communicate, and make publicly available, the expectations and standards for graduate and professional education from admission through degree completion. Policy also mandates that collegiate deans or their designated representatives must approve all adviser assignments.

The quality of the advising relationship is one of the most important factors in graduate student success, and the University is committed to promoting a culture of excellence in graduate and professional student advising. The graduate faculty advisor is responsible for communicating expectations for student learning outcomes, and supporting the student in achieving those outcomes in a timely manner. Results from surveys by the Student Conflict Resolution Center ([2016](#), [2017](#)) and the Graduate School ([2019](#)), as well as gradSERU (2017, [2019](#)) identified areas where the adviser/advisee relationships could be further strengthened and advising practices improved. One Director of Graduate Studies noted that gradSERU, for example, has “really helped us to figure out what is important to our students and how we as a faculty can address that,” ([MN Daily, 2020](#)). These survey results led to the development of resources on advising best practices and guidelines for graduate and professional students, faculty, and staff on topics including:

- [Defining and communicating an advising philosophy](#)
- Understanding the [mutual roles and responsibilities](#) of advisors and advisees
- Supporting [graduate and professional student mental health](#)
- Promoting a [diverse and inclusive advising climate](#)
- Preventing [misconduct and harassment](#)
- Resolving conflicts and [promoting civil and respectful relationships](#)
- [Advising international students](#)

The Graduate School is working with Directors of Graduate Studies, Graduate Program Coordinators, and Department Heads/Chairs to develop [program-level sessions](#) engaging students and faculty with the gradSERU modules on [advising and climate](#) in order to identify potential changes to advising policy and practice that can be developed and implemented at the program level. [These sessions](#) focus on helping identify specific program-level goals and assessment methods to improve the graduate student experience and student outcomes. In addition, leaders regularly share data and best practices in advising with DGSs and collegiate deans to identify potential issues and possible improvements at the collegiate and institutional levels.

In addition to information and support for current faculty and students, graduate student advising is a recurring topic at the annual [New Faculty Orientation](#), and sessions on issues in graduate advising are offered as a part of the New Faculty Program.

Recognizing that the majority of advisor/advisee relationships are positive (the [2019 gradSERU results](#) indicate that 82% of graduate students are satisfied with the quality of advising they receive), the Graduate School partners with the Student Conflict Resolution Center to host an annual [Outstanding Graduate Adviser Award](#) to acknowledge and highlight excellent advising among graduate and professional faculty. Graduate and professional programs are encouraged to establish their own advisor recognition events, and students are encouraged to nominate their advisors for the annual University-wide award.

One Stop Student Services

[One Stop Student Services](#) provides seamless, integrated service for registration, enrollment, academic records and grades, financial aid, billing, and payment through various service delivery methods including phone, in-person, and email, as well as providing an integrated online experience. One Stop staff and [website](#) assist all prospective, currently enrolled (undergraduate, graduate, professional, and non-degree seeking students), former students, alumni, and their parents and families.

Supporting Diverse Student Needs

Several [programs](#) provide specialized advising and student services to meet the needs of specific groups of students, including the following.

- The [President's Emerging Scholars Program](#)
- The [Center for Academic Planning and Exploration](#)
- [International Student and Scholar Services](#)
- The [Minnesota English Language Program](#)
- Office of Equity and Diversity programs, including: [Multicultural Center for Academic Excellence](#), [Gender and Sexuality Center for Queer and Trans Life](#), [Disability Resource Center](#), and [Women's Center](#)
- [The Graduate School Diversity Office \(GSDO\)](#) with specific initiatives including the [Community of Scholars Program](#), [Creating Inclusive Cohorts Training Program](#), consultations, Diversity of Views and Experiences (DOVE) Fellowship, [Diversity Recruitment Toolkit](#), Graduate Student Affinity Groups (such as the Graduate Students of Color Alliance (GSOCA) and Society of Native and Indigenous Graduate Students (SNAIGS) stemming from the new [COSP Native Grads Identity-Based Community](#)), [First Generation Graduate Student Celebration](#), and [Summer Institute](#)
- [University Veterans Services](#)

- [McNamara Academic Center for Student-Athletes](#)
- [TRIO Student Support Services](#)
- The [Bridges to the Baccalaureate Degree Program](#)
- [Transfer Student Experience](#)
- [Student Academic Success Services](#) and [outcomes study](#)
- The [Martin Luther King, Jr. Program](#)
- The [Student Parent HELP Center](#)
- The [Parent Program](#)

The University of Minnesota has resources and infrastructure that support effective teaching and learning

Enhanced Academic Experiences

[University Honors](#) provides over 2,400 high-achieving undergraduate students with an enriched, interdisciplinary learning environment. Honors students select a combination of required Honors Experiences to satisfy their unique interests and goals. Honors advisers and faculty representatives work with students to achieve academic success, develop educational goals, locate campus resources, and contribute to the intellectual life of the University. Honors courses and activities connect students with peers and faculty from across the University. These connections provide opportunity for both social interaction and academic collaboration.

The [Undergraduate Research Opportunities Program](#) provides an enriched student experience only possible at a major research university. Each year, over 500 undergraduate students receive funding to collaborate one-to-one with faculty on focused, independent research projects. The project culminates in a presentation or publication requirement, which could include presenting results to a class or at a disciplinary conference, publishing a journal article, hosting a web site, giving a public talk or seminar, or showing photographs or videos of artistic performances.

The pioneering [Writing-Enriched Curriculum project](#) ensures that all undergraduate students follow first-year writing courses with a series of well-sequenced and effectively taught writing-enriched courses within their majors. The program, which also equips faculty with curricular tools, was the first of its kind and is now being modeled by colleges and universities around the world (see Core Component 4.B for more about WEC).

The [Center for Writing](#) provides free writing instruction for all students at all stages of the writing process. Support comes in the form of face-to-face and online collaborative consultations, videos, printable handouts, and web resources.

The [SMART Learning Commons](#) provide students with media production services and free access to 39 active Peer Learning Consultants who specialize in 255 courses spanning 65 subjects in core disciplines for which there is historically high demand, e.g. math, sciences, writing.

Center for Educational Innovation

The Center for Educational Innovation (CEI) provides coordinated and comprehensive instructional support to academic units, faculty, staff, and graduate students, and strengthens instructional and academic technology collaboration and support across the University.

CEI serves as “front door” for faculty and academic units to access the many central units that

provide teaching-related expertise and instructional resources (partners include the University of Minnesota Libraries; the Office of Information Technology's Academic Technology and Support Services; the Disability Resource Center; the College of Continuing Education; the Global Programs and Strategy Alliance; the Office for Student Conduct and Academic Integrity; and the Office of Classroom Management). CEI defines innovation broadly to support a range of instructional changes and aims to create an environment at the University that supports informed pedagogical and curricular exploration, fosters risk-taking associated with innovation, and promotes the sharing of new practices among colleagues.

In addition to a wide range of [services and initiatives](#), CEI responds to instructional inquiries on a range of topics, including: fundamental teaching practices; pedagogical research design; innovative teaching practices that improve student learning; use of academic technology; course design for online, blended, or face-to-face; and state and federal regulations for online programs.

University Libraries

The [University Libraries](#) are among the most important of the University's intellectual assets, supporting teaching, learning, and research for students, faculty, staff, and the local community. With twelve libraries, over eight million volumes, thousands of online resources, and vast archives and special collections, the Libraries' expert librarians connect the campus with the resources they need to discover, use, create, and disseminate knowledge. Libraries facilities include specialized services as well as capacity for individual research and group collaboration. Several libraries include SMART Learning Commons, which provide peer-tutoring services. Technology-rich laboratory spaces provide access to specialized hardware and software. The Libraries' [researcher support services](#) are particularly robust, with subject librarians and a variety of specialists working directly with faculty to teach and support face-to-face and [online classes and workshops](#), consulting on in-depth research questions, and offering support for researchers on data management, authors' rights, archival storage, and more. The [Libraries Digital Arts Humanities + Sciences](#) (DASH) workshops enable exploration and adoption of new technologies in teaching and scholarship.

Information Technology

The Office for Information Technology (OIT) delivers academic and administrative technology services and support to more than 87,000 students, faculty, and staff across the University system. These services are responsive to the needs of the community, which are assessed and prioritized on an annual basis through the [IT Governance Process](#).

Among the [23 information technology services](#) that OIT provides is a robust set of [academic technology tools and support services](#). This includes instructional design and course production services that help faculty and staff effectively incorporate technology into their academic practice to advance their teaching and research goals. OIT also provides a full Learning Management System, a collection of tools faculty and staff use to create and manage online learning materials and activities for courses, training programs, and events.

Laboratories and Research Centers

Laboratories and research centers provide undergraduate and graduate students with opportunities to participate in research. The University houses over 300 laboratories and [research centers](#) specific to different areas of study, including the following few [representative examples](#).

- The [Characterization Facility](#)
- The [Biomedical Discovery District](#)
- The [Interdisciplinary Center for the Study of Global Change](#)
- The College of Food, Agricultural and Natural Resource Sciences [Research and Outreach Centers](#) in Minnesota communities
- The [Center for Urban and Regional Affairs](#)
- The [Center for Forest Ecology](#)
- The [Institute for Advanced Study](#)

Arts, Performance, and Cultural Facilities

The University is home to a large number of venues for the fine and performing arts. These include facilities for academic creative pursuits, such as:

- The Regis Center for Art comprises 145,000 square feet that includes classrooms, art production space, faculty offices, galleries, and art production spaces for sculpture and ceramics, drawing and painting, photography, printmaking, and experimental and media arts. This includes a 15,000 square foot sculpture facility equipped with metal and wood fabrication shops, a foundry, fully equipped digital imaging studios, and a large outdoor courtyard.
- The Rarig Center holds four theaters as well as classrooms, costumes, lighting, prop, scene, and sound laboratories. The Barbara Barker Center for Dance houses one dance performance space, two large studios, and classrooms.
- The Minnesota Centennial Showboat is an off-campus extension of University Theatre. Docked at Harriet Island in downtown St. Paul, the 219-seat jewel box theater is home to the department's summer season, providing paid production opportunities for student actors and technicians.
- Also housed in Rarig is Radio K – KUOM, the University's award-winning student-run radio station. Rarig also includes the recording space [Studio K](#).

Several museums, galleries, and performance venues draw hundreds of thousands of people each year for exhibits, lectures, concerts, and other performances, including Northrop Auditorium, Ted Mann Concert Hall, the Weisman Art Museum, Bell Museum of Natural History, and the Goldstein Museum of Design.

Additionally, the Twin Cities is renowned for its arts and cultural resources, with the Walker Art Center and the Minneapolis Sculpture Garden, the Guthrie Theater, and the Minneapolis Institute of Arts being only a few examples. The University's arts programs are connected to all these creative communities. For example, the University of Minnesota/Guthrie Theater [BFA Actor Training Program](#) offers an undergraduate training curriculum that leads to a Bachelor of Fine Arts (BFA) degree. This program is unique as it combines a core of theatre courses with a full liberal arts curriculum, merging the University's outstanding academics with the world of professional theatre under the auspices of the acclaimed Guthrie Theater.

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- 3D.4 _Policy-Establishing Enforcing and Waiving Prerequisites
- 3D.40 _2019 Graduate School Welcome Resource Fair Graduate School
- 3D.40 _GEAR The Graduate School
- 3D.41 _Policy Eligibility to Serve on Graduate Examination Committees
- 3D.42 _Diversity The Graduate School
- 3D.43 _Community of Scholars Program The Graduate School
- 3D.44 _Creating Inclusive Cohorts Training Program Graduate School
- 3D.45 _Diversity of View Experience Fellowship (DOVE) The Graduate School
- 3D.46 _Recruitment Toolkit The Graduate School
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- 3D.6 _Policy-Credit for Nationally-Recognized Exams for Undergraduate Students

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- 3D.8_CLA Advising Website
- 3D.9_OneStop
- 3d_Grad R Fair
- 3d_Key Systems used by Advisers to Assist Students
- 3D_Policy-Promoting Timely Graduation by Undergraduates (formerly Declaring and Pursuing an Undergrad Major)
- 3D_Policy-Teaching and Learning-Instructor and Unit Responsibilities
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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

The University of Minnesota develops its students through a wide variety of co-curricular opportunities, programs, services, and facilities that enrich student learning and student life. In many cases, co-curricular activities serve not only the educational mission of the University, but also the research and outreach missions.

The University of Minnesota provides co-curricular experiences that enrich student learning and student life

A Foundation for Student Development

The University expects students to participate in experiences both inside and outside of the classroom that allow them to develop and demonstrate skills and characteristics for success and citizenship during their college years and beyond. Students who are given abundant co-curricular opportunities not only develop these skills, but also perform better in the classroom, feel a stronger sense of campus community, and are more likely to graduate in a timely manner.

In pursuit of these goals, the University promotes—along with the seven student learning outcomes—seven [student development outcomes](#) (SDOs) for all undergraduate students. Along with many other units on campus, the Office of Student Affairs maintains resources that guide students toward achievement of these development outcomes and tools for parents, faculty, and staff to support students' development. The University supports several facilities that contribute to the co-curricular experience of students, including two student unions, two recreation centers, ten museums and art galleries, an aquatic center, tennis courts, and a golf course. These facilities offer a variety of amenities, including lounge and study spaces, computer labs, meeting rooms, restaurants, game rooms, bowling lanes, gymnasiums, swimming pools, indoor running tracks, rock climbing walls, exercise equipment, lactation rooms, and dining facilities. Our facilities provide abundant social, service, study, exercise, and recreation space, and are used regularly by our student body.

The analysis below highlights co-curricular learning opportunities that demonstrate how the University of Minnesota fulfills the claims it makes for an enriched educational environment, how the co-curricular programs are suited to the tripartite University mission, and how co-curricular programs contribute to the educational experience and development of students. The evidence is drawn from [five primary sources of students' data](#) and organized by the seven student development outcomes.

Responsibility and Accountability

Over [90%](#) of undergraduates report that they are good, very good, or excellent at recognizing and accepting the consequences of their actions and taking responsibility for their own learning. Additionally, over 80% of graduate and professional students believe that their training has prepared them well, very well, or extremely well to “conduct yourself and your work with a high level of professionalism and integrity” and to “conduct research and scholarship according to standards of academic integrity and responsibility.”

There are several co-curricular programs on campus that support undergraduate, graduate, and professional students’ development of responsibility and accountability. These include [student clubs and organizations](#) (over 1,159 offered, see an [abbreviated list](#)) with a wide variety of thematic areas (e.g., [cultural](#), [fine arts](#), [political](#), [health and wellness](#), [academic](#), [environmental](#), and [religious or spiritual](#)), [student leadership opportunities](#), and [cultural centers](#).

Independence and Interdependence

[Over 90%](#) of undergraduates report that they are good, very good, or excellent at working with minimum supervision whether it be alone or within a group and they also described their interpersonal skills as good, very good, or excellent. Between 50%-60% of undergraduates believe that they have grown in terms of their abilities to leverage the strengths of others to achieve a common goal, build collaborative relationships, and motivate a peer to achieve a goal. Over two-thirds of graduate and professional students believed that their graduate/professional training has prepared them well, very well, or extremely well for “working effectively in interdisciplinary teams.”

There are several ways in which students’ participation in co-curricular activities enhances their development of independence and interdependence. Co-curricular activities begin when new students first come to campus for [orientation](#) and continue through graduation. Key to these efforts is the Orientation and Transition Experiences ([OTE](#)) program, which coordinates a variety of programs and services that support the transition, development, and persistence of first-year students. The University has 300-400 student volunteer [Welcome Week Leaders](#) who work during the Welcome Week program. Participation in [new student orientation leadership programs](#) has a positive effect on students’ independence and interdependence.

The University also offers opportunities for students to participate in [intramural sports](#) through the Recreation and Wellness (RecWell) Center. In 2018-2019, 5,967 students participated in intramural sports. Students who [participate in intramural sports](#) have higher independence and interdependence compared to their peers.

Goal Orientation

Close to [two-thirds](#) of undergraduate students report that they are good, very good, or excellent at “not allowing distractions to prevent timely completion of tasks.” Additionally, 74.8% of graduate and professional students believe that their training has prepared them well, very well, or extremely well to “complete projects successfully and on time.”

The University of Minnesota hosts over 30 different living and learning communities (LLC) for [first-year students](#), [second-year students](#), [transfer students](#), and those that are open to all students. Students who live in [LLCs](#) have higher rates of goal orientation compared to their peers.

Undergraduate and graduate students have the opportunity to participate in a variety of programming, clubs, and internship programs to gain entrepreneurship experiences. In the 2017-2018 academic year, 314 students participated in [entrepreneurial programs](#) and those students were more likely than their peers to believe that they were proficient at “not allowing distractions to prevent timely completion of tasks.”

Self-Awareness

Over [85%](#) of undergraduates report that they are good, very good, or excellent at accurately assessing and articulating their personal strengths and weaknesses and close to two-thirds believe they have grown in terms of identifying areas for their own professional growth. Additionally, [76.6%](#) of graduate and professional students believe that their training has prepared them well, very well, or extremely well to “develop self-awareness and self-knowledge.”

The Leadership Minor program at the University has a [Leadership Minor Intern](#) program that invites 30 students to serve as interns to support faculty who teach Leadership Minor courses. [Leadership Minor Interns report higher abilities](#) than their peers in accurately assessing and articulating their personal strengths and weaknesses.

Additionally, the university offers [group fitness opportunities](#) to all students who wish to partake in a variety of cardiovascular, strength, dance, strength and conditioning, mind/body, and indoor cycling non-credit classes such as yoga, cycling, pilates, water aerobics, and Zumba. The RecWell center records approximately 1,150 individuals who attend group fitness classes each week. Students who participate in [instructor-led group fitness or exercise classes](#) have higher self-awareness than their peers.

Students also receive opportunities to volunteer as peer helpers for the [de-stress health promotion student group](#), which is a partnership between Boynton Health and Student Counseling Services. As a part of their evaluation of their experiences, [students who volunteered for the de-stress peer helper program](#) noted several themes related to their increased development in [self-awareness](#).

The Honors program offers co-curricular [NEXUS experiences](#) to undergraduates that share the goal of bringing together students and faculty from across the University in small groups to engage in non-standard learning models. Approximately 110 students participate in [NEXUS programming](#) each year and those students are more likely to agree that they can accurately assess and articulate their personal strengths.

Resilience

Approximately [86%](#) of undergraduates report that they are good, very good, or excellent at “learning from a bad experience and recovering from it.” Additionally, [63.3%](#) of graduate and professional students believe that their training has prepared them well, very well, or extremely well to “build resilience to manage stress and changes.”

Each year, approximately 125 students participate in the [Academic Integrity Matters \(AIM\)](#), a program offered to students at the end of the disciplinary process for scholastic dishonesty when they accept responsibility for violating the Student Conduct Code. [Students who participate in AIM](#) often remark that they have developed increased [resilience](#) as a consequence of the program.

Additionally, the University offers a support group for students who are parents (approximately 1.8%

of the student population). The [Parents As Students Support \(PASS\)](#) group is a weekly meeting for undergraduate student parents to connect, develop support networks, and build community. Among the most recent group of [participants](#), the majority reported that their experience with the [PASS group](#) helped them to recover and learn from setbacks or disappointments.

The University offers [26 sports clubs](#) to students interested in competitive intercollegiate competitions in sports such as Aikido, ballroom dance, crew, cycling, fencing, handball, sail race, soccer, squash, tennis, and ultimate Frisbee (among others). Students who participate as [members of sports clubs](#) report higher resilience than their peers.

The Carlson School of Management has a “[Design your Carlson](#)” program for first-year students that is based on design-thinking principles to help students develop meaningful and intentionally-designed lives. Almost all [participants](#) agreed or strongly agreed that they possessed the ability to overcome setbacks in their lives.

Appreciation of Differences

Between [90-95%](#) of undergraduates report that they are good, very good, or excellent at appreciating the importance of diversity and conveying this value to others, understanding and respecting the values and beliefs of others, working with people from other cultures, and working with people from other cultures. Additionally, [over half](#) of students tell us they have grown in their respect of others and ability to work across differences.

Among graduate and professional students, [84.2%](#) believe their program has prepared them to treat other people fairly and equitably well, very well, and extremely well and [over 80%](#) believe their program has prepared them to engage effectively with others from diverse backgrounds.

Students also serve as leaders in the [Nutritious U Food Pantry](#), which provides fresh and healthy food to students who struggle to get enough to eat. Among the most recent [group of Nutritious U Food Pantry leaders](#), 100% reported that they somewhat often to very often “appreciate the world through others’ perspectives.”

Tolerance of Ambiguity

About [85%](#) of undergraduates report that they are good, very good, or excellent at working in complicated environments and without standard operating procedures.

There are several co-curricular programs that can assist students with developing a greater tolerance for ambiguity. For instance, [Student Unions and Activities](#) employs approximately 240 students who experience several opportunities to engage in intentional conversations about their personal development. Over 98% of [student employees](#) report significant development in the area of tolerance of ambiguity.

Additionally, the University offers students opportunities to participate in outdoor recreation activities through the Center for Outdoor Adventure (see examples of [day trips](#)). The majority (over 80%) of [students who participated in outdoor adventure activities](#) and/or trips reported that they were good, very good, or excellent at working in complicated environments and without standard operating procedures.

The [Land-Grant Legacy Scholars \(LGLS\) Program](#) is a student success and scholarship program that supports students from Greater Minnesota (outside of the seven-county metro area) who are admitted

to the College of Food, Agricultural and Natural Resource Sciences (CFANS). All [CFANS Land-Grant Legacy Scholars](#) rate their ability to work in complicated environments and without standard operating procedures as good, very good, or excellent.

Additionally, the University offers a [Student Leadership Summit](#), which is an opportunity to interact with other students interested in leadership and involvement. Over 150 students participate in the Leadership Summit each year and the Summit focuses on connecting students to specific leadership competencies through workshops, reflections, and keynote speakers. Approximately 66% of [Student Leadership Summit participants](#) rate their ability to work in complicated environments and without standard operating procedures as good, very good, or excellent.

The University of Minnesota integrates its education, research, and outreach pillars of its mission

The University of Minnesota is the state's only research university, which sets Minnesota apart from many states that have at least two major research institutions (for example, Michigan and Michigan State; Iowa and Iowa State; Indiana and Purdue), and sets the University of Minnesota apart from other colleges and universities in the state. Although the University's mission is three-fold, research and outreach are not separate from the educational mission.

Public Engagement

The University of Minnesota offers many opportunities for students to volunteer through the Center for Community-Engaged Learning. Through partnerships with local non profit organizations, the office focuses on immersing students in the community through volunteering, community-engaged classes, and other unique experiential opportunities such as [HECUA](#) and [National Student Exchange \(NSE\)](#). The Center for Community Engaged Learning (CCEL) hosts the [Community Engaged Scholars Program \(CESP\)](#), a program for students who want to make a commitment to community engagement during their undergraduate experience through completing 400 volunteer hours, writing six reflections, and meeting with advisors. [CESP students](#) are more likely to agree that they have responsibilities to their community, believe their work has a greater purpose for the larger community, and work with others to make their communities better places. In general, [positive associations](#) exist between students' volunteerism and engagement in social change on our campus and the University has engaged in [large-scale efforts](#) to investigate the outcomes of students' civic engagement.

The 2,687 students who tracked their community service hours with the CCEL completed 80,526 hours of service. Approximately half ([48.0%](#)) of undergraduates report spending at least one hour per week performing community service or volunteer activities and 27.6% reported completing an academic service learning or community-based learning experience. When asked about their primary motivations for engaging in community service, 80.2% indicated that "becoming a better citizen and community participant" was a significant motivation while 68.5% indicated that "changing conditions in a community" was a significant motivation.

Undergraduate students at the University are strongly motivated to participate in community engagement. Over [80.9%](#) of students agree somewhat, agree, or strongly agree that "opportunities to participate in community service are important to me." Furthermore, 90.4% of students agree somewhat, agree, or strongly agree that "opportunities to connect academics with community experiences are important to me." Additionally, [over half](#) of students reflect on their individual responsibility for community/social issues or act on community or social issues outside of the

classroom. Additionally, [72.7%](#) of students sometimes or often acted to benefit the common good or protect the environment and between [20-45%](#) of students participated in similar social change actions.

The University also has 3,400 students who are members of one of 60 fraternities and sororities on campus. Students who participate in fraternities and sororities tend to have higher academic achievement rates, according to reports from the [Interfraternity Council](#), [Panhellenic Council](#), and [Multicultural Greek council](#). The fraternity and sorority students participate in several philanthropic events each year. [Students who participate in fraternities and sororities](#) are more likely than their peers to participate in community service or volunteer hours each week.

Additionally, [43.7%](#) of graduate/professional students reported spending at least one hour per week performing community service or volunteer activities during the academic year. Over half of students believe their program has prepared them “well to extremely well” to engage community stakeholders as partners in research, incorporate community perspectives when researching or studying issues of societal importance, and learn ways to make research accessible to those who might benefit from it well to extremely well.

Graduate student programs like the Boreas Leadership Program also have an impact in inspiring students’ commitment to social change and community engagement. Students [rate the program](#) as useful in “discussing current social issues and ideas for environmental leadership.” Within focus groups of participants, [graduate students](#) mentioned themes of increased capacity to act as a social and environmental leader. Additionally, approximately 60 graduate students attended the “[Speaking Science](#)” series held annually by the Boreas Leadership Program. On average, [participants](#) rated their confidence in sharing their research with the public after the conference about 20 points higher than their confidence before the conference (on a scale from 1-100).

Research and Discovery

Undergraduate students have many options for research experiences, including research-related student employment, full-time summer projects, workshops, research scholarships, multicultural summer research opportunities, directed research, and international research through the [Undergraduate Research Opportunities Program](#) (UROP). Each year UROP connects hundreds of undergraduate students with faculty mentors to participate in various forms of research and creative activities. Close to [one-quarter](#) of undergraduates have assisted faculty with research. Of those who have assisted faculty in research, 42.4% were paid without course credit and 37.8% volunteered without pay or course credit. Additionally, 9.0% of undergraduates have assisted faculty with their creative project, 14.2% have conducted their own research or creative project with faculty guidance/supervision, and 14.3% have conducted their own research or creative project without faculty guidance/supervision. [Students who participate in research opportunities](#) also have higher development on the student development outcomes listed above.

There are several additional ways in which students’ participation in co-curricular activities enhanced their research skills. Even [co-curricular experiences abroad](#) are associated with improved research and collaboration skills among undergraduates. The University is acknowledged internationally as an innovator for its successful model of study abroad and it is ranked [eighth in the nation](#) for the total number of students studying abroad.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

The University of Minnesota enforces institutional requirements that ensure the quality of its academic programs, which are defined by goals and outcomes. The University maintains controls that provide for consistency and quality across delivery modes and locations and has a comprehensive educational framework—comprising Student Learning and Development Outcomes and Liberal Education Requirements—with common requirements for every undergraduate degree program.

The University employs sufficient numbers of highly qualified faculty and instructional staff to develop, deliver, evaluate, and improve the educational experience of all students. The faculty and instructional staff are available for inquiry, involved in all academic activities, rigorously evaluated, and given opportunities for professional development. The University also provides outstanding student support services through academic advising, tutoring, financial aid, and co-curricular activities by a highly qualified staff who are national leaders in the field.

The University provides targeted and ongoing support to all incoming students and provides all students with academic advising and student services designed to improve student success. The institution's resources and infrastructure support effective teaching and learning and provide enriched educational and co-curricular experiences.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

The University of Minnesota regularly reviews the quality of its academic programs—from individual courses and degree programs to departments, centers, colleges, and schools—and uses those reviews to inform planning at the departmental, collegiate, and University-wide levels. Assessment activities include the work of departmental, collegiate, and campus-wide curriculum committees; the approval process for new, changed, and discontinued degree programs; undergraduate and graduate assessment of student learning; academic program reviews; specialized accreditation reviews; and review of graduate outcomes.

The University of Minnesota Engages in Regular Program Review

Of undergraduate courses and degree programs

In addition to departmental and collegiate curriculum committees, the University's [Campus Curriculum Committee](#) assists with all-campus curricular matters, including:

- reviewing newly-established undergraduate courses and major programs, keeping in mind issues of overlap, possible duplication, and the appropriate disciplinary connections;
- providing final approval of new undergraduate courses after approval by collegiate curriculum committees;
- ensuring that the proposing college has fully consulted with other units and working with colleges in mediating conflicts that arise over curriculum issues;
- maintaining communication with the Council for Liberal Education and Campus Writing Board; and
- helping to determine the impact of eliminating courses on other degree programs.

In addition, the [Senate Committee on Educational Policy](#) is charged, among other things, "to review undergraduate group distribution requirements and all proposals related to the core curriculum and to examine issues related to duplication of courses between colleges, the proliferation of courses that meet the group distribution requirements, and cross-collegiate cooperation."

See also the discussion of the Program and Curricular Approval System and the Electronic Course Authorization System in component 3.A.

Of post-baccalaureate degree programs

The [Graduate School Advisory Board](#) (GSAB) plays a critical role in guiding and assessing strategic initiatives in graduate education and postdoctoral training at the University. The Board focuses on institutional, national, and global issues and best practices in graduate education and postdoctoral training, and advises the vice provost and dean of graduate education on these matters. Board members serve as representatives of, and advocates for, graduate education and postdoctoral training to the internal University and external communities. The Board meets monthly from September through May. Membership consists of faculty and staff with graduate education responsibilities, graduate students, and postdoctoral fellows and associates.

For health education programs the [Office of the Associate Vice President for Academic Health Sciences](#) has an established process for approving changes and modifications to existing coursework and development of new coursework. In addition, the AHC associate deans for education and educational leaders meet twice monthly to consider issues common to health science schools and programs. For example, in 2013, they established a University-wide committee to develop an interprofessional education program in the [1Health curriculum](#) and to manage such courses and the required entry-level Foundations of Interprofessional Communication and Collaboration course.

Of departments, colleges, and schools

A set of [new academic program review guidelines](#) that represent a partnership between the Provost's Office and the colleges was launched in summer 2014. The development of these new guidelines began in fall 2012 with conversations among the Provost, Vice Provosts for Undergraduate and Graduate Education, and collegiate academic administrators. While ensuring that programs are reviewed on a timely basis is considered an important goal, the group was equally concerned with developing a process that adds value and avoids the pitfalls of past review processes. [Guiding principles](#) that reflect these goals were released in spring 2013. After consulting program review administrators at several peer institutions and analyzing reports on improving program review from the Education Advisory Board and the Council of Graduate Schools, detailed process guidelines were developed and [released in summer 2014](#), with the first program reviews under this new process being scheduled for the 2014-2015 and 2015-2016 academic years. A Provost's Office staff member works

closely with collegiate administrators to ensure program reviews are scheduled on a timely basis, that reviews are designed to meet the needs of the program, and that reviews result in actionable plans to respond to recommendations.

Since launching, the University has conducted [46 program](#) reviews (see [select reviewer reports here](#)), with an average of 10 scheduled each academic year (see list of [upcoming program reviews](#)). Program and collegiate leadership have reported great value in undergoing these reviews, and the outcomes are informing future planning. Each dean determines how to best fit the final recommendations of the reviews into their ongoing planning and budgeting processes.

Each dean also determines which program or programs within their college or school to review each year. In the College of Liberal Arts, one of the University's largest, several program reviews are scheduled each year and organized thematically. For example, in spring 2016, all five language programs were reviewed at the same time; each program was reviewed singularly, but reviewers for each program also met as a whole to consider the potential for further collaboration among the programs. The possibility of this kind of strategic program review scheduling is among the factors considered when the schedule for reviews is set. Also considered is the time since the last review and, when applicable, the date for a program's specialized accreditation.

This latter consideration is a significant factor, as the University has [nearly 200 programs that are specially accredited](#). While accreditation does not take the place of program review, the University leverages specialized accreditation review processes to support the quality assurance mechanisms at the University. Where a particular program has specialized accreditation, the University may still conduct a formal program review of a degree that isn't part of that accreditation review, as in the case of the Nursing PhD program.

Of centers and institutes

[University policy](#) provides guidance for review of interdisciplinary centers and institutes, and in particular directs the oversight of [university-wide centers](#), defined as those that support and advance research, education, or public engagement initiatives aligned with key University strategic priorities. The most recent review was the [Institute on the Environment's](#), which was conducted in 2013; the Center for Cognitive Sciences review will be undertaken this coming academic year.

The University of Minnesota Takes Responsibility for the Degrees It Confers

The University maintains policies to ensure the quality of all transcribed credit and ensures these policies are followed, through rigorous course approval and degree clearance processes.

University of Minnesota courses

See above and Core Component 3.A for a discussion of course approval and review processes. Course [prerequisites](#) inform students that, to be successful in a particular course, they must enter the course already having attained specific knowledge as a necessary background. When prerequisites have been set, the catalog and other course materials, including syllabi, clearly note those prerequisites.

Examinations

University [policy](#) specifies where the authority resides for decisions regarding the award of credit for Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examination

Program (CLEP) exams. These credit awards are reviewed periodically and changed as needed. Current scores and [credit awards for AP, IB, and CLEP](#) are listed on the Admissions website and updated annually. If a student has been awarded credit for such an exam by [another institution](#), that credit is re-evaluated based upon the University of Minnesota standards.

Transfers

[Credit for undergraduate course work taken at other institutions](#) is transferred subject to the following considerations: the mission of the institution from which credits would be transferred; the comparability of the course work with University course work; and the appropriateness of the course work for meeting baccalaureate degree requirements at the University.

University-wide policy governs the credit requirements for master's and doctoral degrees, and the application of credits for students earning graduate degrees, including the type and limits of credits that may be transferred from other institutions. Specifically, graduate course credits earned at other accredited institutions may be transferred to master's or doctoral degree plans subject to approval by the University graduate program. In the case of a transfer from a non-United States institution, graduate course credits to be transferred must have been earned in a program judged by the University graduate program to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits is not allowed.

Each health professions program has specific policies regarding the acceptance of transfer credit. Given the stringency of accreditation requirements, if a health sciences program does allow transfer credits, the requests are subject to individual record review and approval.

Dual-credit courses

The University's two programs that offer credits applicable to both high school and college degrees are College in the Schools (CIS) and the Post-Secondary Education Option (PSEO). Courses offered in both programs are standard University of Minnesota courses, with the same content and performance expectations as for degree-seeking undergraduate students. See Core Component 3.A for a more complete discussion of these programs.

Experiential learning

For health professions programs, all clinical/experiential rotations in outside institutions with clinical partners must have an affiliation agreement spelling out the responsibilities of each partner in the educational process. Details of the learning experience, including learning objectives, are outlined in the agreement. The Academic Health Center and the University General Counsel have established a comprehensive affiliation agreement database and review process that provides tracking and auditing mechanisms of the agreements established and maintained by the AHC programs.

Changes to experiential coursework and activities are carefully reviewed by the curricular committees in each program. New courses and experiential learning activities are also carefully reviewed and approved by the curriculum committees in each school and program through the electronic course approval (ECAS) system and the Program Curriculum Approval System (PCAS).

Degree clearance

University policy dictates the [credit and grade requirements](#) and [campus specific credit requirements](#) to earn an undergraduate degree. [University policy](#) requires undergraduate students to

declare a major or be admitted into a program before or upon the completion of 60 credits. Undergraduate students must apply for admission to programs or declare majors and minors according to college and department policies. Students and advisers may track progress towards degree completion using the [Academic Progress Audit System](#) (APAS) report for each declared program. The APAS report records the University and transfer coursework, if any, that satisfies program requirements. Exceptions or substitutions to degree requirements are approved by the college or department overseeing the program and are recorded on the APAS report. The APAS report system was upgraded in July 2019 to offer students and advisers a better experience using an enhanced self service dashboard to view APAS reports.

Once a student has completed 75% or more of the credits applicable to their degree, they are automatically [scheduled to graduate](#). Majors and minors are individually cleared by the collegiate unit overseeing the programs. For example, if a student is pursuing a Biochemistry BS degree with a Spanish minor, the Biochemistry degree is cleared by the College of Biological Sciences and the Spanish minor is cleared by the College of Liberal Arts. Academic advisers or other student services staff members review the APAS report and transcript for accuracy and completion of program requirements. Colleges maintain records, report clearance information to the Office of the Registrar, and notify students of program completion or missing degree requirements. The University reserves the right to administratively initiate the degree clearance process for students who have completed all program requirements to ensure degrees are conferred to students who have earned them.

All graduate students are required by University-wide policies to have an approved degree plan on file with their collegiate unit prior to taking the preliminary oral examinations (for doctoral students) or applying for degree clearance (for master's students who are not subjected to committee examinations).

A graduate degree plan records the University as well as transfer coursework, if any, that the student intends to use to fulfill the graduate program requirements. If a student intends to complete a minor, the minor must be declared on the degree plan prior to committee examination or application for degree conferral. Each degree plan is required to be reviewed and approved by the adviser on record, the director of graduate studies of the major field, the director of graduate studies of the minor field, if any, and the college.

Each health professions program has clear guidelines and policies regarding credit granted and transcribed. Accreditation standards, licensure, and certification requirements clearly articulate the credits, courses, and experiential education offerings that will fulfill these requirements.

The University of Minnesota Evaluates Its Graduates for Quality Assurance and Program Improvement

The University takes a flexible, multi-level approach to tracking and reporting student post-graduation outcomes, providing aggregate data centrally while allowing individual units to gather the detailed data most appropriate to their field and reporting needs. The University has been a partner since inception in the State Longitudinal Education Data System (SLEDS), which connects data across K-12, higher education, and employment in the state of Minnesota. Employment outcomes through the Minnesota Department of Employment and Economic Development report cover all degree levels of graduates, and can be further filtered by field of program. In addition to these records-based systems, the University has campus-wide exit surveys for both undergraduate and graduate students that include questions on post-graduate plans and preparedness. This data is reported to colleges for their use in program evaluation and improvement.

In addition to these centralized efforts, each college gathers and reviews various types of graduate and placement data to inform program improvement and to report to relevant professional associations and specialized accreditors. For example, the College of Design (CDes), College of Food, Agricultural, and Natural Resource Sciences (CFANS), and the College of Continuing Education (CCE) share a career services unit, which produces an [annual alumni survey summary report](#). CDes uses this data, along with exit interviews, to evaluate and revise their graduate programs. In addition to employment data, CCE seeks advice about needed skills from advisory committees that include university faculty, professionals, employers, and former students.

The Carlson School of Management uses a mix of direct (exam and observational) and indirect (recruiter surveys) measures to track student outcomes. The Humphrey School of Public Affairs sends an [annual memo to its graduates](#), the answers to which guide current and prospective student advising as well as career services and employment relations efforts. In addition to placement information, the College of Education and Human Development uses an undergraduate survey and an employer survey related to preparation of students for the workforce as it plans and evaluates the success of its programs. The Law School regularly evaluates its graduates' performance on the bar exam and in job placements, as well as the success of its students in various national competitions such as moot courts and mock trials.

The health profession program outcomes are evaluated through: 1) student performance on certification and licensure examinations; 2) graduation rates within acceptable time frames and 3) student job placement or acceptance into postgraduate training programs. Graduate performance on national examinations is an important evaluation of the quality of a health professions' program. Each health professions program must track and report the performance of its graduates on these examinations as part of the accreditation process. Another importance index of program effectiveness monitored by health professions accreditors is the "on time graduation rate" for students. Graduation rates in the health professions programs are very high, exceeding 85% for all of the 2009 matriculating classes across all health programs.

Post-graduation job or residency placement is another measure. Health professions schools are required to track, monitor, and report student job placement and acceptance into postgraduate training programs for program accreditation. For example, the Medical School produces an annual [State of the Curriculum Report](#), which includes admissions data, graduation rates, residency match data, national board scores, student satisfaction data, and financial aid data. The report is reviewed annually by all curriculum committees and senior leadership, and is used to direct ongoing improvements in the student experience.

The School of Public Health maintains an online career survey, which is voluntary but which sees good response rates: the traditional Master's of Public Health programs have an average response rate of 88%. Survey results are used by program directors and student services staff as they develop curricular and co-curricular programming for enrolled students.

Each School of Nursing program has a program effectiveness plan that reviews multiple data points, including first-time pass rates, employment rates at time of graduation, and results of a survey sent one year after graduation. These data and the program plans are reviewed annually by the faculty and are used to improve program design, courses, advising, and communication with students.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

The University of Minnesota is committed to assessing student learning

The University has a long [history of commitment to assessing student learning](#). In 2007, for example, the University Senate adopted [seven undergraduate student learning outcomes \(SLOs\) and seven undergraduate student development outcomes \(SDOs\)](#), which are communicated to faculty, staff, students, parents, and other stakeholders through a [framework](#) connecting the outcomes to the undergraduate experience. The University has shown continued commitment to this priority through, among other things, the appointment of a director of undergraduate assessment and alignment with its HLC [Quality Initiative](#).

The University of Minnesota assesses undergraduate student learning

The Vice Provost and Dean of Undergraduate Education leads the University-level assessment of undergraduate student learning efforts, engaging several work teams such as one comprising the collegiate associate deans for undergraduate education and other leaders, as well as an executive assessment team that brings together leaders from the Office of Undergraduate Education, the Provost's Office, and Institutional Research. While there are myriad assessment efforts across campus, three of these—the Student Learning Outcomes initiative, the Writing-Enriched Curriculum Program (WEC), and the Student Experience in the Research University (SERU) survey—primarily inform assessment of undergraduate student learning conversations.

The most [recent assessment retreat](#) (August 2019) [held annually](#), included approximately 30 participants from the undergraduate-serving colleges and other units committed to the success of undergraduate education, as well as the Provost. In the most recent retreat held this past August, attendees were presented with brief updates on undergraduate initiatives, discussed campus climate results from the SERU survey, and heard plans regarding the University's 2020 SERU administration. The remainder of the retreat allowed colleges to present on three given prompts: 1) What student learning outcomes does your college/programs regularly assess on an annual basis, 2) Provide specific examples of how your college/programs have used assessment findings to improve student learning, and 3) How does your college/programs ensure that their assessment process reflects good practice, including the substantial participation of faculty and other instructional staff members.

Student Learning Outcome Collegiate Alignment and Assessment

The program and course approval processes require degree programs and individual courses to align content and teaching with the seven SLOs. In 2011, the Vice Provost and Dean of Undergraduate Education began efforts to lead faculty to more formally consider the extent to which students adequately satisfy these outcomes at the time of graduation, including a mobilization of University and collegiate leaders to design an appropriate strategy. In early 2013, a director of undergraduate assessment was hired to serve as a campus-wide resource and to work with faculty, staff, and administrators to develop, implement, and coordinate academic-program level assessment of the undergraduate student learning outcomes.

These assessment leaders designed an initiative that asks faculty to align their current assessment work with the seven SLOs (if they were not already) and to report findings through an [Annual Progress Report on Assessment of Student Learning](#) (APR). The APR was developed based on expectations from accrediting bodies, work by the director at his previous institution, and feedback solicited from undergraduate associate deans. The APR was first presented at the Summer 2013 Assessment Retreat, for implementation beginning in Fall 2013, and has been updated periodically throughout subsequent years based on continued conversations with programs and colleges.

Although there is oversight by staff in the vice provost and provost offices, the assessment process is owned by each of the colleges and their programs. Faculty and staff in the programs are considered the experts in their programs and asked to design and self-manage their assessment processes. Annual assessment reports (a few examples from the past two years include: [College of Biological Sciences](#), [Architecture](#), [Interior Design](#), [Technical Writing and Communication](#), [History](#), [Chemistry](#), [Earth Sciences](#), [Mortuary Science](#), [Journalism](#), [Construction Management](#), and [Food Science](#)) are submitted by each academic program to their respective collegiate dean's office for initial review, and then forwarded to the director of undergraduate assessment by June 1 of each year. The director reviews all reports in detail, provides written feedback to all programs, and meets with each college to discuss the feedback and assessment process. The director of undergraduate assessment also serves as a resource to assist programs, departments, and colleges in their assessment of student learning efforts. Program faculty and staff are encouraged to utilize direct measures of learning (e.g., questions from exams, student writing artifacts, presentations, etc.), as well as indirect measures (e.g., SERU results, alumni surveys, advisory board feedback, etc.) to measure learning and determine if learning goals are being met. The vice provost, with assistance from the director of undergraduate assessment, reviews trends and brings observations to discussions at the assessment retreats.

Writing-Enriched Curriculum Program

Since 2007, the University's pioneering [Writing-Enriched Curriculum](#) program (WEC) has been providing an intradisciplinary complement to the interdisciplinary writing across the curriculum programming. Need for this localized approach was articulated between 2001 and 2006 by faculty and instructors participating in the Faculty Writing Consultant program and by focus groups convened as part of the 2006 Strategic Positioning effort. Both of these assessments yielded evidence of confusion about the role of writing instruction in major programs and about the intended relationship between courses that were and were not designated writing-intensive (WI). This indicated that the University's approach to integrating writing instruction into undergraduate programs by way of its WI course requirement was yielding uneven and limited results.

The WEC model addresses these concerns by engaging local faculty groups in a longitudinal and

recursive process of generating, implementing, and assessing Undergraduate Writing Plans (see examples from [Art History](#), [College of Biological Sciences](#), [Psychology](#), [Industrial and Systems Engineering](#), and [Medical Lab Sciences](#)), plans in which they identify relevant writing objectives, reconceptualize ways in which these writing abilities can be staged and supported within their curricula, and devise instructional supports for faculty and students in their majors (see a complete description of the [writing plan development process](#)). In 2012, at the conclusion of a five-year pilot, WEC was institutionalized and is currently working within 70 departments and programs offering 100 major programs. WEC continues to enroll additional undergraduate units each year. Ultimately, the program will ensure that all students who graduate from the University will do so with "writing-enriched" degrees.

WEC also regularly conducts assessments that address the following two questions:

1. What effect does creating, implementing, and assessing Writing Plans have upon writing instruction in WEC units?
2. What impact does creating, implementing, and assessing Writing Plans have upon student writing in WEC units?

Assessment data measuring WEC's impacts on student writing, on curricular structures, and on approaches to instruction are represented in published Writing Plans and are gathered from student evaluations of teaching, the SERU survey, surveys or focus group discussions among WEC faculty liaisons, and Writing Plan review conducted by members of the Campus Writing Board and the Office of Undergraduate Education. Additionally, a triennial panel rating of student writing is conducted every three years for each unit involved in the WEC program ([student writing rating report](#)). This rating process involves a panel of raters, gathered from inside and outside the department, who evaluate the sufficiency of graduation-level student texts against a set of faculty-generated criteria. Results of triennial rating sessions are subsequently interpreted and discussed by unit faculty and typically trigger next-stage implementation planning. In WEC units where comparative data sets have been generated, this assessment reveals some increased rates at which student writing is meeting faculty expectations.

To date, 119 faculty-authored Writing Plans have been approved by the Campus Writing Board and the Office of Undergraduate Education has invested over \$2.5 million in funding faculty-generated implementation activities. As of November 2019, approximately 18,000 undergraduate students have declared majors in WEC units. Based on the success of the model, the first of its kind, several peer institutions have begun to develop WEC programs.

Student Experience in the Research University (SERU) Survey

Since 2010, results from the Student Experience in the Research University (SERU) [survey](#) to assess student experiences on campus to enhance programs, improve student services, strengthen learning and development opportunities, and ensure a vibrant and supportive learning environment for all students. SERU results are made available through an online reporting tool to distribute SERU results across the University, as well as through an *ad hoc* request process.

An online reporting tool (tableau) is accessible by to all students, faculty, and staff at the University. In addition, an administrative-level interactive report is available that includes the ability to disaggregate down to individual majors, and includes additional filtering capabilities by student characteristics (e.g. first generation, gender, students of color, PELL eligible, etc.), including a report that is composed of items that have been empirically identified as valid indicators of the seven SLOs,

is available. The SLOs can be examined by college and by class level. Individual items that make up the composite scores can be examined by major and various additional breaks. In addition to the SLO report, The survey, and supporting reporting tool, groups questions by different categories; this provides easier navigation to identify specific categories to view, including: academic engagement, campus climate, educational experiences, evaluation of major, time use, and overall satisfaction to name a few. students' educational experience, perceived proficiency gains, goals, satisfaction, and involvement in high-impact academic practices can be explored.

The results are analyzed at the institutional, collegiate and academic major level, including those associated with [SLOs](#), the [WEC](#) program and specific writing improvements, academic advising, and [public engagement](#) as examples. Since SERU is actually a consortium made up of about 25 top-tier research intensive universities, it also allows for bench marking against peers.

The SERU survey is [used](#) in a variety of ways and has served as a catalyst for conversations across the University around data. For instance, colleges reported using the survey to educate faculty, staff, and administration about the student experience within the major. College deans have used the information to gauge student satisfaction, as well as post-baccalaureate plans and aspirations. Administrative staff compared the student responses between majors belonging to the same academic department on outcomes associated with departmental missions.

Within the past two years, the Regents of the University of Minnesota and the Office of Undergraduate Education (Provost office) passed a [resolution](#) related to diversity in twin cities undergraduate enrollment. A section of the resolution includes monitoring of the student experience in the SERU survey that address student satisfaction - with the goal to improve these metrics for African American, Litinx, and American Indian students. The VP for Undergraduate Education has presented updates to the Regents annually, and most recently at the February 2020 meeting.

The University of Minnesota assesses graduate and professional student learning

In 2012, the Graduate School convened an advisory committee to help develop a process for graduate programs to identify their student learning outcomes (SLOs) and assessment methods. In 2013-14, ten programs ([Applied Economics](#), [Aerospace Engineering and Mechanics](#), [Biomedical Informatics and Computational Biology](#), [Child Psychology](#), [History](#), [History of Science, Technology, and Medicine](#), [Scientific and Technical Communication](#), and [Quantitative Methods in Education](#)) piloted two different approaches to developing, articulating, and assessing program goals. [Lessons learned from the pilot](#) were used to expand the effort to all research-based master's and doctoral programs at the University. Critical among these lessons was the need for local-level ownership of and flexibility in the SLO method and process in order to accommodate the diversity of graduate programs, and recognition of the distinction between undergraduate and graduate SLO implementation and assessment processes. To help programs develop their SLO statements, the Graduate School hosted several informational [workshops](#) and developed [narrative](#) and [graphic examples](#) of SLO statements. By the end of 2015, nearly sixty programs had developed and submitted their SLO statements. These program narratives were posted to a [public website](#) along with additional information on the SLO process.

In 2017-18, [at the direction of the Vice Provost and Dean of Graduate Education](#), the Graduate School led a concerted effort to 1) increase the number of programs with SLO statements, and 2) collect additional information on any programmatic changes made as a result of the process (see, for example, [American Studies](#), [Applied Economics](#), [Comparative and Molecular Biosciences](#), [Educational Psychology](#), [History of Science, Technology and Medicine](#), and [Sociology](#). Programs

were also asked to review and update statements submitted in 2014. As of May 2018, the [majority of programs](#) had submitted an SLO narrative, updated their 2014 statement, or indicated that their 2104 statement was still current. During fall of 2018, the Graduate School reached out to programs that had not submitted SLO statements to offer assistance with the process as needed.

In fall 2018, the Graduate School hired a graduate student research fellow to code and analyze the program SLO statements in order to identify the broad common outcomes and the metrics associated with these outcomes across research-based graduate programs. Analysis showed programs identified nearly [seventy different learning outcomes](#), along with [associated definitions and metrics](#) (on average, individual programs identified 5-6 key SLOs). These were consolidated by the research team into [fourteen broad categories](#) of graduate SLOs, creating a common vocabulary across programs while allowing flexibility for program-specific definitions, metrics, and assessment methods. Programs determine which outcomes are most important for their students' development, along with the metrics and assessment methods they believe most effectively demonstrate student achievement. The analysis also included reports of program updates or changes resulting from the SLO assessment process. Improvements were reported by the approximately 20 programs, and included changes to curriculum and program requirements, and student orientation and annual progress reviews (see examples from [American Studies](#), [Applied Economics](#), [Comparative and Molecular Biosciences](#), [Educational Psychology](#), [History of Science, Technology and Medicine](#), and [Sociology](#)).

The Graduate School also conducted [one-on-one interviews](#) with DGSs in fall 2018 to assess program-level experience with the SLO process and inform priorities for the next phases of the initiative. These interviews, along with discussions in recurring meetings with Directors of Graduate Studies identified the following needs:

- Support connecting SLO assessment with other available program-level data sources (e.g., gradSERU, student exit and alumni surveys) to inform program improvements.
- Opportunities for DGSs to discuss and share experiences with Graduate Education Best Practices (e.g., Annual Student Progress Review, Individual Development Plan, Statement of Advising Philosophy).
- Development and promotion of co-curricular academic and professional development opportunities, especially for students focused on diverse career pathways.
- Clarity distinguishing the unit of analysis for SLO statements and assessment (e.g., track, degree, program, department).

In response, the Graduate School created a [Grad Ed Data portal](#) that provides easy access to gradSERU and other graduate education data (see Graduate Student Experience in the Research University). Responses to gradSERU questions relating to Career Path Diversity, Advising, Development of Professional Competencies, and Research Experiences are especially relevant to assessing graduate SLOs, and are emphasized in sessions for DGSs, collegiate leadership and department/program-level workshops. Recurring Graduate School meetings with DGSs of research-based programs are forums to present Graduate Education Best Practices. Recent examples include the [IDP](#) and the [Annual Student Progress Review](#). The Vice Provost and Dean of Graduate Education has also advocated that graduate advisors develop Statements of Advising Philosophy (see Graduate and Professional Student Advising).

The Graduate School also increased efforts to serve as a centralized source for information on academic and career support opportunities for students, both those offered at the program/department and collegiate-levels that are open to all students, as well as offerings by central University units (e.g., the Graduate School, Center for Educational Innovation, University Libraries, Writing Center).

This includes workshops, seminars, courses, and other professional development opportunities that can help students achieve learning outcomes. Faculty and students can access this information on [workshops](#) and [career support](#) via the Graduate School website, as well as in [bi-weekly e-publications](#). Academic and career support through the Graduate School also provides opportunities for students to earn [digital badges](#) as a metric of achievement for certain activities, and tools to assess students' [transferable skills](#) tied to key competencies.

Graduate Student Experience in the Research University (gradSERU) Survey

Starting in 2017, the University of Minnesota committed to administering the gradSERU, the graduate education version of SERU, every other year.

The gradSERU instrument consists of seven modules, which include questions regarding all aspects of their lives as graduate students - in research and teaching, financing their education, learning outcomes, campus climate, career plans and aspirations, obstacles, and satisfaction. The University of Minnesota administered the survey in 2017 with a 24% response rate and has just concluded the 2019 survey with a [35% response rate](#).

gradSERU provides a powerful way for graduate students to share their views on what's working well, and what not so well, in classrooms, labs and campus life. Specifically, the survey focuses on these key areas:

- Career Path Diversity
- Advising
- Diversity (the #1 strategic priority of the Graduate School)
- Campus Climate
- Stress and Mental Health
- Development of Professional Competencies
- Research Experiences

As with SERU, gradSERU results are accessible via [an online dashboard](#) to all graduate students, faculty, and staff at the University; senior administrators are also able to filter the results by graduate student characteristics. More than [20 institutions administer the gradSERU survey](#), which allows the University to compare its results with peer institutions across the country and around the world. Leaders use these results to [enhance programs](#).

Health Professions

Each health professions program has identified major student learning goals and corresponding assessment standards. These learning goals are based upon accreditation, certification, and licensure requirements for each profession. Student progression through each education program is tied to the achievement of each of the learning goals and standards. Each program has developed standards for student progression through the curriculum. On average, AHC programs have 95% or above on-time graduation rates.

Assessment of student learning is clearly articulated by each health professions program and includes multiple methods of performance assessment including examinations in didactic courses, standardized examination performance, clinical performance assessment through faculty observation, objective structured clinical examinations (OSCEs). Multiple aspects of a learner's performance are assessed, including scientific knowledge, clinical reasoning, problem solving, communication skills,

procedural/skill performance and professional and ethical behavior.

Student assessment occurs both within the courses in which students are enrolled, as well as through periodic, "milestone" performance assessments to ensure that students are progressing in the mastery of the learning objectives and development of clinical competence. Each health professions program has developed clinical performance standards that must be demonstrated prior to graduation from the program. These "milestone" assessments often occur at transition points within a curriculum when students move from one phase (e.g. preclinical) to the next (e.g. clinical/experiential) and serve as a means to ensure that students are ready to assume a new level of responsibility faced in experiential learning. Performance-based assessments are also used at the end of training to ensure that students have developed a level of clinical competence sufficient for entry into the workforce or progression to the next stage in professional training. The health professions programs utilize the simulation expertise of various center such as the Academic Health Center's [Interprofessional Education and Resource Center](#), the Medical School's [SimPORTAL](#), the Dental School's [Simulation Clinic](#), and the [Bentson Healthy Communities Innovation Center](#) in the School of Nursing to create simulated clinical environments in which to assess student competency.

Health professions programs use student assessment data to monitor program effectiveness and demonstrate continuous improvement as part of ongoing program accreditation. Learning goals, educational experiences and assessment plans undergo continuing and comprehensive review and update as student performance results are reviewed. Accreditation standards specify processes and methodologies for student assessment. Active faculty and staff participation in student performance assessment is required to meet the standards. Required methods of assessment reflect good practice and national standards.

The University of Minnesota assesses student development that occurs through its co-curricular opportunities

The University offers numerous opportunities, activities, programs, and services for students to develop these characteristics, including student employment, service learning programs, volunteer programs, internships, learning abroad opportunities, and organized student activities. To determine the effectiveness of these opportunities in fostering growth, the University assesses student learning outcomes in several ways within co-curricular programs. Some of the assessment comes from utilizing institutional assessments, such as SERU, gradSERU, or the Multi-Institutional Study of Leadership (MSL) survey, to inform decision-making at the co-curricular level. There is an extensive description of co-curricular outcomes outlined in section 3E.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

The University of Minnesota collects, stores, and analyzes a wide range of data on all its students, including admissions, enrollment, completion, and demographic information on both degree-seeking and non-degree seeking students at all levels on all its campuses in a single, integrated system. This allows for rich analysis of the correlates and pathways of success well beyond its mandated reporting requirements. These data are used both centrally and locally by programs to drive improvement.

The University of Minnesota collects appropriate retention, persistence, and completion rate data

At the undergraduate level, the University maintains dedicated data tables for tracking and analyzing the retention, persistence, and completion of fall semester new entering students, linked to a range of academic and demographic characteristics, for both external reporting and internal analysis. The tables include all new freshmen and transfer students, with indicators for which students are included in federal or internally reported retention and graduation rates. The core definitions and business rules used at the University to collect and analyze information on student retention, persistence, and completion of programs are based on [Integrated Postsecondary Education Data System \(IPEDS\) Graduation Rate Survey](#) protocols with some extensions and additions for internal reporting and tracking purposes.

For public reporting, a set of web-based aggregate graduation/retention reports are created by the Office of Institutional Research. Another set of more detailed reports for internal users are also created, including numerous custom, on-request reports that factor in other variables such as entry test scores (e.g. ACT Composite), Pell awards, and various student activity flags.

Finally, the University participates in a number of consortia and data exchanges to benchmark and extend its knowledge of the retention, graduation, and educational attainment of its students. The University is an active participant in the Minnesota State Longitudinal Education Data System

(SLEDS), a state-level partnership that connects student data from early childhood education through primary, secondary, postsecondary, and adult education, and on into the workforce. The University is also a member of the Consortium for Student Retention Data Exchange (CSRDE) and Association of American Universities Data Exchange (AAUDE), through which it benchmarks its performance on retention and graduation against peer and aspirational institutions. The University submits and extracts data from the National Student Clearinghouse (NSC) to monitor the success of students who transfer to other institutions. These data are publicly shared through the Voluntary System of Accountability (VSA). Multi-institutional graduation rate data provided to VSA is also reported through the Student Achievement Measure project, a partnership of NSC, VSA, and Voluntary Framework of Accountability.

The University of Minnesota uses retention, persistence, and completion rates to drive improvement

At every level of the University—from the Board of Regents, the President, and the Provost, through the Offices of Undergraduate and Graduate Education and the colleges, departments, and programs—retention, persistence, and completion rates are used to set goals, to monitor progress, and to make adjustments to programs.

Graduation Rates and Time to Degree

While [University policy promotes timely graduation](#), recent improvements to undergraduate retention and graduation rates were the result of initiatives launched after a [2001 report by a campus-wide task force](#) noted that the University of Minnesota had five- and six-year graduation rates substantially behind those of its peer universities. Galvanized by the findings, the University launched a broad, multifaceted set of initiatives to improve student success (see the [Final Recommendations of the Task Force on Undergraduate Reform-Student Support](#) and [Achieving Excellence: Academic Strategic Positioning 2005-2010](#)). This comprehensive focus on improving retention and graduation rates among all undergraduates encompassed several strategic priorities that have been sustained and continually refined since that time.

Among these priorities is the setting of strong graduation norms and policies, including the [13-credit policy](#) and aggressive goals set by the Board of Regents: 65% of undergraduates earning degrees in four years; 80% within five years; and 82% within six years. The current goals were set in 2014, updating the previous goals of 60, 75, and 80% announced in 2006 themselves enacted only three years after [initial goals of 50, 70, and 75% were set](#). The Twin Cities campus reported the achievement of its current [undergraduate graduation rate](#) goals ahead of schedule at the February 2020 Board of Regents meeting, reaching rates of 72% in four years, 82% in five years, and 83% in six years. In addition, [first-year retention](#) has matched its all-time high of over 93%. The University is analyzing its student success data and programming to inform the establishment of future goals.

At the undergraduate level, data on student retention and time to complete degrees is monitored closely, and linked to decisions on financial aid, advising, and various forms of student support. Annual progress on retention and graduation is monitored by the Office of Undergraduate Education, in close collaboration with the undergraduate-admitting colleges. These retention and graduation data, and data on other measures of student success, are frequently updated and shared with senior leadership. One example is an [overview of improvements](#) provided to the University President as background for discussions with Regents and the media.

This dramatic turnaround in undergraduate retention and graduation rates led to the University of

Minnesota being chosen as one of two finalists for the Association of Public and Land-grant Universities' first-ever "[Most Visible Progress National Degree Completion Trailblazer Award](#)." Data from the [Integrated Post-Secondary Education Data System \(IPEDS\)](#) indicates that over the past twenty years, the University has achieved the largest increase in four-year graduation rates of any doctoral-granting institution in the United States.

At the graduate level, policies place a limit on the allowable time for degree completion for [master's](#) and [doctoral](#) students. Graduate students are expected to complete all requirements within eight calendar years for the doctoral degree and five calendar years for the master's degree after initial enrollment to the graduate program or a more restrictive time frame specified by the program. All graduate students are required to enroll every semester (fall and spring) from the time of matriculation until degree conferral in order to maintain active status. Policy also governs the terms and conditions for [requesting and returning from an official leave of absence](#) for students who are unable to maintain active status for reasons they are unable to control, so that students are not unfairly penalized for an unavoidable interruption in their continuous enrollment .

Each health profession's accreditation standards specifies the length of time required for the degree, which informs health profession program policy on the allowable time for degree completion. Given the demands and requirements of professional training and performance, each program has developed required technical standards for matriculating and continuing students. Student performance and progression is closely monitored and each school's student performance committee has developed standards for probation and eventual dismissal if students' academic performance is not satisfactory.

Enrollment Management

In 2010, the Provost [charged](#) a Short- and Long-Term Enrollment Management Committee for the Twin Cities campus, tasking it with creating a strategy for campus enrollment management at both the undergraduate and graduate levels. The committee issued its report in 2011, articulating principles to guide enrollment management efforts on campus. Building on the committee's background work and principles, the Office of Undergraduate Education began holding annual enrollment management retreats to review progress, and in 2013 created a standing Enrollment Management Executive Committee, meeting monthly and charged with investigating and recommending action to advance anticipatory and data-informed enrollment management at the University, including identifying enrollment goals and increasing graduation and retention rates. One of the first activities of this group was to analyze first-year retention behavior and identify actionable items for improvement. The committee was reconstituted in 2017 as the [Strategic Enrollment Management Committee](#), adding leaders in critical areas such as Student Affairs and Equity and Diversity. The committee continues to hold annual retreats ([2017](#), [2018](#) and [materials](#), [2019](#)) to review its work and engage with senior leadership on settling its strategic direction. The committee's current structure includes standing committees to assemble and analyze data, address diversity and educational equity, examine and recommend curricular changes, and foster communication and coordination across collegiate and central staff focused on retention and completion. The committee's work is grounded in the campus Enrollment Plan, which was endorsed by the Board of Regents in February 2016.

Grants to Advance Graduate Education (GAGE)

GAGE represents a re-envisioned funding source to advance graduate education at the University. The \$4.5 million distributed annually via the Quality Metrics Allocation (QMA) program between

2011-2016 now comprises the GAGE funds.

While the Quality Metrics Allocation program – which encouraged graduate programs to focus attention on key aspects of students’ degree progress, degree completion, and post-graduation placement – was controversial, it did foster strategic planning in graduate programs with regard to these aspects of graduate education. Leaders believe it is time to establish new goals, as well as a funding program with the flexibility to address these goals and future objectives. **To that end, the GAGE program now serves as the umbrella program to support what is currently the Graduate School’s highest priority: to increase the diversity of students earning graduate degrees at the University.**

The Graduate School recognizes the variability among programs regarding current levels of diversity and the barriers that hinder the goal of increasing the diversity of students earning University graduate degrees.

Therefore, each college is asked to determine how the GAGE funds can best be used to accomplish this goal, keeping in mind that simply increasing recruitment or enrollment of students from underrepresented populations, in the absence of attention to inclusivity upon matriculation, can be detrimental to the primary goal of students’ degree completion.

It is expected that the ultimate goal of the GAGE program - increasing the diversity of students receiving graduate degrees - will likely take many years to achieve. For the next several years, then, leaders will measure indicators of progress toward this goal, such as an increase in the diversity of applicants, an increase in the diversity of students who enroll, and underrepresented students’ satisfaction with their program.

The GAGE program represents a significant shift from the QMA program in terms of both focus and support. The QMA program required colleges to provide data and report progress to the Graduate School. The GAGE program, however, minimizes the need for additional work by colleges and programs, as the Graduate School is able to independently track much of the assessment data necessary to measure progress (for example, applications, admissions, matriculation, and enrollment data, as well as results from the gradSERU).

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The University of Minnesota regularly reviews the quality of its academic programs—from individual courses and degree programs to departments, centers, colleges, and schools—and uses those reviews to inform planning at the departmental, collegiate, and university-wide levels. Assessment activities include the work of departmental, collegiate, and campus-wide curriculum committees; the approval process for new, changed, and discontinued degree programs; academic program reviews; specialized accreditation reviews; and reviews of graduate outcomes. The University also takes responsibility for the degrees it confers by ensuring the quality of all transcribed credit through rigorous course approval and degree clearance processes.

The University evaluates the outcomes of its students and its graduates for quality assurance and program improvement. The institution's commitment to assessing student learning is evident in the collegiate alignment and assessment of student learning outcomes; the use of the Student Experience in the Research University (SERU) survey; its pioneering Writing-Enriched Curriculum Program; and its graduate student learning goals program. The University also assesses the student development that occurs through its co-curricular opportunities.

Finally, the University collects appropriate retention, persistence, and completion rate data and uses that data to drive improvement in graduation rates, enrollment management, and graduate program quality.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

The University of Minnesota uses its human, financial, physical, and technology resources to support the University's mission

Human Resources

People are the most important resource at the University. As a knowledge-based organization, the University's research, teaching, and outreach depend on recruiting, retaining, and sustaining the highest caliber of talent among over 24,000 faculty, staff, and graduate student employees. About 62% of the overall University budget supports their salaries and benefits. The University demonstrates its commitment to excellence by providing faculty and staff with market-based compensation, benefits, [development opportunities](#), and a supportive work environment that fosters engagement and well-being.

In 2015, the University completed a multi-year project that organized all civil service and professional and administrative jobs into 20 formal job families, such as Legal, Human Resources, Student Services, Communication, Information Technology and so forth. Each job family includes a formal classification structure ranging from an entry-level civil service role to a professional and administrative role equivalent to a senior director. Minimum qualifications and criteria relating to job scope and autonomy are now in place for each classification level. New or revised positions are reviewed by a centralized team and are assigned to the job family and classification that best matches

the duties and responsibilities of the role. ([Job classification system](#))

As of 2017, the University began further refining these job family structures to add even more value to the institution. Specialties are being added so that each job will now be placed in the correct specialty and classification level within a job family. The salary range minimums, midpoints and maximums are being updated to match the external market for the role and these ranges will be updated annually based on changes in the market. Managers are invited to 3 hours of training to understand the level of workforce data now available to the University and how to use the refined salary ranges to manage pay. Roughly 3/5 of all job families will be refined in this manner by May of 2020, and all families are expected to be completed sometime in 2022.

Ensuring faculty expertise is an equally rigorous, but different process. When an academic department begins the process of searching for a new faculty member, the first step is for the faculty to determine what knowledge and expertise will best complement the current overall faculty profile, meeting both the teaching and research needs of today and into the future. The unit then begins recruiting nationally and internationally to attract the best pool of applicants with a strong emphasis on building diversity within the faculty. An increasingly diverse faculty has long been a priority at the University and continues to be a clear expectation. As outlined in the strategic plan, the University reaffirmed its commitment to recruit and retain diverse field shapers. Recruitment efforts are informed by current best practices, including: pre-doctoral and post-doctoral programs for attracting early career academicians; bridge funding, faculty of color initiatives that build a sense of community and a welcoming campus climate, and educating search committees about unconscious bias in faculty searches.

From 2009 to 2019, the University has increased the [total number of faculty on the Twin Cities campus by 578—an increase of 16.9%](#). This allocation demonstrates that the University continues to align its financial resources to support the academic educational mission and priorities. See also Core Components 2.A and 5.C.

Faculty and Staff Development

All new faculty members are invited to participate in [new faculty orientation](#), a thorough overview of what new faculty need to know about research, grants, diversity, promotion and tenure, and teaching. Supplemental programming, including a year long [New Faculty Program](#) and access to mentoring resources through the [National Center for Faculty Development & Diversity](#),

Newly hired staff attend an [employee orientation program](#). In addition, staff take required training assigned to them based on their roles and responsibilities in the areas of financial management, human resources management systems, sponsored projects, student records, compliance, and health and safety. Many of the University-specific staff development opportunities are available through an [online learning management system](#), which allows more staff to participate on a flexible schedule that matches their needs and ensures compliance with required training. The University also offers the [Regents Scholarship program](#), which provides all or a portion of tuition costs for eligible employees enrolled in University credit-bearing courses, giving employees an opportunity to expand their knowledge and skills. For faculty and staff in supervisory roles, the University offers a Supervisory Development Program, which includes online just-in-time tools and resources, online self-paced learning modules, and an instructor-led online supervisory development course, which allows participants to earn a certificate upon successful completion of the course. The Supervisory Development Program also provides bi-monthly webinars on topics such as giving feedback, managing conflict, leading teams, and other topics relevant for all 6,000 faculty and staff supervisors

system-wide.

The College LEADS program is a leadership development program to help faculty prepare for department chair, associate dean, and similar leadership roles. This is a cohort-based program offered at the college-level and includes 9 months of sessions, leadership assessment, 360-degree feedback, and individual support for development.

About 80% of all new academic leadership participate in a department chairs and program heads orientation program, which includes content in the areas of performance management, strategic planning, dealing with staffing issues, teaching and learning, student issues, diversity, and compliance and legal issues.

See Core Component 3.C for more about faculty and staff development.

Employee Engagement

Employee engagement fosters collaboration, innovation, resilience, well-being, and the ability to sustain a high level of performance. The University's investment in employee engagement demonstrates its commitment to developing an effective workplace by increasing satisfaction, productivity, and service across the system.

The employee engagement program was launched in fall 2013 with a survey of faculty and staff. The two critical domains of engagement measured by the survey are 1) commitment and dedication and 2) effective environment. The survey was designed not just to measure employees' opinions or level of satisfaction, but to yield actionable data to guide improvements at the local level. As a follow-up to the fall 2019 survey, action planning has been developed in every college and unit.

In fall 2019, 64% of faculty and 78% of staff systemwide took the survey, resulting in an overall response rate of 74%—the highest-ever participation in an employee survey. Overall, the survey showed a high level of employee engagement among both faculty and staff, improvements in areas that have the focus of action taken on past survey results, and opportunities to make additional improvements in the work environment. The survey will continue to be conducted bi-annually in the fall to measure improvements and to refine engagement efforts.

Financial Resources

Financial/Budget Efficiency

Roughly ten years ago the global economic downturn resulted in budget challenges for the state and for the University. From 2008 to 2012, the annual state appropriation to the University dropped by almost \$140 million. This drop in revenue—coupled with the need to maintain quality while covering regular and unavoidable increases in operating costs—led the University to implement moderate tuition increases, extensive expense reductions, and internal reallocation of resources. The most recent period of slow economic recovery (2013 to 2020) has brought modest increases in state appropriations, recovering \$124 million of the previous \$140 million reduction, but if adjusted for inflation (CPI) the appropriation remains \$137 million below its 2008 peak. Additionally, the state and the University instituted a goal of holding resident undergraduate tuition rate increases down over this time period in recognition of the financial challenges faced by students and families. As a result, the period of expense reductions and internal reallocation of resources continues. The budget process regularly requires every unit to review its operations and make decisions that would increase

revenues where possible and reduce expenses. Even with a slight growth in annual revenues, the University continues to increase efficiency; to produce better outcomes with fewer resources; and to reduce financial burden on students. [Two bold efforts](#) over the last six years demonstrate this focus these efforts.

[Budget Process](#)

For over two decades the University has used a responsibility center budgeting and monitoring approach. All academic, support, and leadership units are divided into approximately 50 resource responsibility centers (RRCs) for budgeting and monitoring purposes. Academic and financial leaders on campus meet with these RRCs on an ongoing basis to monitor budgeting, revenues, and expenses. Each RRC, as part of its [compact planning and budgeting process](#), has full annual reviews of its operations, as well as periodic check-ins on issues. Each RRC has an identified chief financial contact who has a dual reporting relationship to both the leader of the RRC (e.g., a Dean) and to the CFO of the University.

The institution has a robust financial reporting infrastructure in its “UM-Reports/UM-Analytics” environment. These reports allow any employee to generate a report of any revenue and expense at the University, from the RRC level all the way through to the actual transaction to monitor as needed.

The Office of Budget and Finance has an established, regular balance review process, where units must justify the existence and future use of fund balances. The Office of Budget and Finance has long had a deficit review process, where accounts running in deficit over an identified threshold or over two or more years are identified, reported to the President and academic leadership, and plans are created to resolve the deficit.

The University has for many years operated under a “responsibility centered management” budget model, which allocates revenues to academic units, but also distributes the central support costs of the institution (e.g., utilities, facility maintenance, student services, information technology, general administration, etc.) to the academic units. This model ensures that the use of revenues is under the control of academic leadership, and that the support costs of the institution are transparent and understood by the academic units. Changes and additions to support operations must be transparently communicated to academic units, encouraging the evaluation of such operations on an annual basis.

As with any budgeting system, this approach has advantages and disadvantages for the institution. The University’s budget model has the advantage of bringing understanding and incentives to the academic unit level for issues such as enrollment, tuition, waiving facilities and administrative (F&A) rates, and the use of space. Additionally, the budget model promotes greater transparency and collective understanding of changes in costs and service levels for central support units, as changes in these costs are directly reflected in academic unit budgets. This transparency can become a disadvantage as there can be a feeling that any significant financial decision becomes a “winners and losers” discussion, and discussion of academic ideas may revert too quickly to their impact on the budget. Also, while the budget model promotes transparency, it creates complexity in the budget process that requires ongoing, consistent communication with the University community.

Physical Resources

The Twin Cities campus has nearly 25 million gross square feet of space, encompassing everything from traditional offices and lecture halls to recent substantial investment in active learning classrooms and biomedical research. The campus has a variety of research spaces consistent with its

broad mission, from magnetic resonance research and virtual reality labs to greenhouses and clinical spaces. The University also maintains several research and outreach centers and field stations throughout Minnesota. Each year, the University presents to the Board of Regents a six-year capital plan, which details the considerations necessary for capital planning, including academic need, facility condition, and resource availability. The Vice President for University Services works with the Executive Vice President and Provost, the Senior Vice President, and the Vice Presidents for Research and Academic Clinical Affairs to develop the [six-year capital plan](#).

This capital strategy team guides planning and vision for the future of capital assets. The team aligns short- and long-range facility decisions with mission priorities and physical asset needs during the annual update of the six-year capital plan. Complementing information about mission priorities are reliable data about the University's current space and how all square feet are assigned, utilized, and functioning. It helps answer the questions "What is the state of our campus, what is needed to maintain investments already made, and what can be afforded going forward?" The [Facility Condition Assessment](#) is a valuable tool in helping track the condition of the built campus and provide information to make strategic investment decisions.

Information Technology Resources

The Vice President and Chief Information Officer (VPCIO) is responsible for ensuring strategic and operational excellence of both academic and administrative information technology systems at the University. The VPCIO establishes the overall IT vision based on input from the University community and broadly communicates this vision to staff and stakeholders.

The University's technology infrastructure encompasses both central enterprise support and distributed local IT operations. The Office of Information Technology (OIT) provides services that are broadly consumed and/or core to central administrative business operations, and that tend to offer substantial economies of scale. Local, or collegiate, IT provides services that are discipline-specific, offer strategic value to the local unit and may require specialized IT knowledge.

There are 1,316 IT professionals employed at the University and, of those, 457 work within OIT. At any given time, there are roughly an additional 130 OIT student employees. The VPCIO exercises direct supervisory responsibility for central IT staff and indirect or "dotted line" supervisory responsibility for unit-level IT leaders. This dotted line relationship includes mentorship and coaching, input into unit IT budget proposals, and input into the performance management based on alignment, standardization, and compliance with IT security policies and practice.

IT Governance Process

IT governance is the process by which University IT ensures the alignment of services to mission, priorities and user expectations. This process begins each spring when IT representatives conduct.

- More than 50 focus groups with campus, collegiate and support units leaders to discuss strategic priorities; and
- Customized, targeted technology user surveys with 6,000 respondents

The data gathered is shared with IT service providers and senior IT leaders, systemwide to inform long-term planning and service enhancements. Insights from this data are shared with the broader University community.

The VPCIO actively engages campus, academic-, and support-unit senior leaders to ensure that IT teams are appropriately resourced and prioritizing IT initiatives important to unit or discipline success.

Support for Teaching and Learning

Faculty, instructors, and academic support staff have access to an array of media management and video conferencing services to record and share presentations, lectures, and videos.

The Canvas Learning Management platform enables the University to build a digital learning environment that meets our unique needs. Instructors can design courses using text, audio, video, images, tools, and more to enable a more interactive, engaged, and collaborative learning experience.

Through partnerships with Microsoft and Google, the University provides all students, faculty and staff with free access to Microsoft Office 365 Pro Plus and to a suite of Google-powered communication and collaboration tools including Gmail, Google Calendar, Google Drive, Google Groups, and Google Sites.

Computer labs are conveniently located across the campus. Labs feature state-of-the-art computer hardware, fast network connections, scanning, printing, and other services.

The [Computer Accommodations Program](#) helps enable access to all information and information technology for students, faculty, staff, and visitors with disabilities.

Support for Research

The University provides a variety of research information technology and consultation services. For example, researchers have access to Qualtrics to conduct online surveys for research, assessment, and administrative purposes, and software for mathematical and statistical analysis is available at a discounted rate.

Storage Services at the University serve students, faculty, staff, and researchers with use-case-aligned services. Cloud storage services, such as Google Drive and Box Secure Storage, allow University members to store, share, and collaborate easily, even with sensitive data. IT-focused services such as Systems Backup Storage and Application Storage focus on the University's robust technical needs. For research, the upcoming Research Data Storage, Static Storage, and High Performance storage, will provide researchers and their teams tailored spaces to store data for ongoing research projects, a place for long-term data storage or archive, or a place to actively compute on large and complex data sets.

A variety of networking options allow University researchers to collaborate with colleagues and visitors from other institutions. Seamless WiFi service is available across all University campuses, as well on all Extension Services and Research Outreach Center sites across the state. Departments may sponsor an internet account for visiting colleagues and collaborators, or visiting researchers from eduroam-participating universities can access WiFi using their home institution usernames and passwords. University constituents can also utilize their eduroam credentials to log in at partner institutions worldwide.

Researchers also have access to many systems to manage their grants and the regulatory, compliance, and reporting obligations that govern their projects. The Electronic Grants Management System helps researchers create and manage sponsored project proposals, and eProtocol enables them to

prepare, submit, review, and communicate about protocols. ImageNow allows researchers to store and share documents, easily search and view documents, and route the documents for processing and approval.

Technology Help and Support

The Office of Information Technology's Technology Help service desk provides help and support to the University community for:

- University Internet accounts and passwords
- Campus network, internet, and telephone connections
- Email, Canvas, and other system-wide applications
- Software licenses
- PC and Mac problems

Technology Help is available 24/7 via phone, online chat, email, text and walk-in locations are open according to a posted schedule. Walk-in locations are distributed across the Twin Cities campus, and provide free software and device setup and assistance, as well as space for collaboration. In addition, how-to information and self-help guides are available on the it.umn.edu website.

Training

Online and instructor-led learning opportunities are available at no charge to help students, faculty, and staff get the most out of technologies used on campus. These opportunities are provided by staff within OIT, as well as in partnership with units across the institution. Cooperative training opportunities are provided by collaborations between the Center for Educational Innovation, Academic Tools Technology Services, collegiate units, and the Digital Learning Operational Governance community. Additional opportunities include LinkedIn Learning video-based training courses, which are available for all skill levels in a wide variety of areas such as Adobe and Microsoft applications, Apple technologies, digital photography, video editing, web design, and programming.

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- 5a.5 Faculty Diversity
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- 5a.7 Policy Regents Scholarship Program
- 5a.8 UMN Budget Annual Budget Instructions
- 5a.9 2020-2025SixYearCapitalImprovementPlan
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- Annual Capital Budget
- Board of Regents Policy: Employee Development, Education, Training
- Board of Regents Policy: Regents Scholarship
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- Computer Accommodations Program
- Efficiencies
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- Facility Condition Assessment Maps
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- Job Classification System Redesign
- New Employee Orientation Summary
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- President's Recommended FY16 Operating Budget
- Six Year Capital Plan
- Training resources
- University of Minnesota Charter

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

The University of Minnesota engages a model of shared governance

The University has a strong system of shared governance derived directly from the [charter of the University](#) and the [Board of Regents bylaws and policies](#), and further delineated by the [Senate Constitution](#). While clearly establishing the Board as the overarching governing body, the Senate Constitution commits authority for educational and administrative matters to the President, the University Senate, the Faculty Senate, and more broadly to the faculty.

The institution's administrative structures broadly engage students, faculty, and staff—as well as alumni and external partners and stakeholders—in collaborative processes integral to the advancement of mission. Examples include college or department-level governance groups or liaisons, University-wide planning task forces (including the Strategic Planning Work Group), and search committees for academic and administrative leadership positions.

The University has significant independence from the State of Minnesota, assuring that the University's Board of Regents has significant responsibilities. As noted in the Constitution, the Board is responsible for reviewing and approving the mission of the University; exercising fiduciary responsibility for the institution; and developing and reviewing policies that advance the University's mission. The Board plays a vital role in setting strategic priorities in concert with the President and administration, providing advice and counsel to the President, and communicating decisions to public constituencies. It develops an annual work plan at a July plenary session and corresponding work plans are developed for each of the subcommittees. The overall work plan is managed by the Board Office and progress made toward the subcommittee work plans is discussed at a regular meeting. The Board carries out its governance responsibility through monthly meetings (excepting two months) and through detailed exploration of issues in standing committees that provide recommendations for action by the full Board. Its five [standing committees](#) are Academic & Student Affairs, Audit, Facilities & Operations, Faculty & Staff Affairs, Finance, and Litigation Review. For 2013–15 the Board also had an ad hoc Committee on Academic Medicine.

The [University Senate is a part of the consultative processes that shape Board of Regents policies](#) and the University's [educational and administrative operations](#). The role of the administration and of

the campus community in shaping University policies is also well-defined and well-articulated, as in the policy for [Establishing Administrative Policies](#) and the [Policy Development Framework](#).

The 278-member Senate—[an umbrella body for four senates composed of elected faculty, students, academic/professional staff, and civil service staff](#)—advises the administration and the Board of Regents. The Senate draws on diverse constituencies and perspectives; ensures broad discussion of administrative and policy issues before formal decision; and encourages the entire University community to become vested in the University's success. The separate senates ensure that each constituency is at the table and able to speak with a clear voice on issues of primary concern.

For example, the Civil Service Senate works in the areas of employee advocacy, benefits and compensation, communications, staff development, legislative advocacy, and the Civil Service Employment Rules. The P&A Senate represents Academic Professionals and Administrators (P&A), who work in a wide range of positions including teaching students, conducting research, directing programs, counseling people, managing budgets, and running departments.

Because so much of the core University function is within the authority of the Faculty Senate, its executive committee—the Faculty Consultative Committee (FCC)—plays an especially active role. The chair and vice-chair of the FCC also serve as the chair and vice-chair of the Senate Consultative Committee. As noted in the [Governance System Overview](#), vigorous faculty involvement is a defining characteristic of the University's shared governance system, with even the most distinguished scholars and teachers participating.

The consultative processes connecting the Senate, the Board of Regents, and the administration are well-defined and highly collaborative. The Senate is chaired by the President of the University and includes other senior administrators as ex-officio members. It carries out its work through 17 committees as well as many formal and informal interactions with administration, faculty leadership, and the Board of Regents.

The Senate is supported by a professional staff that strives to make the work of the Senate as visible and transparent as possible. Meeting agendas, docket materials, and detailed minutes are widely circulated and posted on a website; the Senate also communicates its work through regular email updates to faculty, staff, and students.

The University also has what are colloquially deemed the "3-by-3" meetings, which bring together three key leaders from the Board of Regents (chair, vice chair, and executive director); administration (President, Provost, and President's chief of staff); and the FCC (chair, vice chair, and faculty secretary) three or four times per year. These meetings were established to ensure that the faculty, administration, and Board were in regular communication about the major issues of the day.

The President of the University has fostered a highly collaborative environment with members of the University's senior leadership by holding regular group and individual meetings with members of leadership, including:

- Senior leadership: monthly with 24-member group to share and discuss issues across the University.
- Senior leaders: weekly or biweekly individual meetings.
- Academic offices: monthly including President, Provost, Vice President for Research, and Vice President of the Academic Health Center on topics directly related to education and research mission.

- Op Ex: weekly meeting focused on operational excellence, a long-term commitment to working smarter, reducing costs, enhancing services, and increasing revenues throughout the University. This meeting is held with a subgroup of functional leaders to plan implementation of initiatives and evaluate feasibility of new initiatives, policies, or processes.

The University of Minnesota involves students in University governance

In addition to the Student Senate, long-standing student organizations involve undergraduate, graduate, and professional students in the University's governance structure.

- The Minnesota Student Association (MSA) is the undergraduate student governance organization dedicated to advocating for students and coordinating efforts with stakeholders of the University on behalf of all students.
- The professional student governance rests with the [Professional Student Government](#) (PSG). PSG serves as a resource for member councils, as the primary contact point for administrative units, as a professional student policy-making and policy-influencing body, and as a center of intercollegiate and intra-collegiate interaction among students.
- The [Council of Graduate Students](#) (COGS) is the graduate student governance organization that operates to support the academic, social, and economic well-being of all graduate students.
- Four students are selected by these official student legislative bodies to serve a one-year term as representatives to the Board of Regents. Student representatives participate on Board committees and attend Board meetings and other functions. Student representatives present the student voice to the Board, providing a unique perspective that assists the Board in its deliberations, but do not vote on any action items that come before Board committees.

Sources

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- University administrative policy framework
- University of Minnesota Charter
- University Policy Library
- University Senate Constitution
- University Senate Organizational Chart

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The University of Minnesota allocates resources in alignment with mission and priorities

The institution's resource allocation process ensures that its resources are used in alignment with the University's educational mission and priorities. As described in Core Component 5.B, The University has significant independence from the State of Minnesota. This governance structure ensures that the Board of Regents has complete control of resources generated by or allocated to the institution. This process also ensures that the University's educational mission is not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The University budget office provides a [long-range financial model](#) to the Board of Regents and to senior leaders on a regular basis. The model is used to inform operational and capital decisions on a multi-year basis. The long-range model allows for both revenue and expense/investment assumptions, including changes in state support, tuition rates, enrollment levels, federal grants and contracts, gift and foundation returns, as well as changes in employment and compensation levels, supplies and equipment, and academic and capital investment. This model allows leadership to evaluate the magnitude of revenue and investment choices available to the institution, as well as to model the impact of various external changes over which the institution may have little or no control.

The University is obligated to meet current and future financial needs while remaining financially solvent and viable. The vision of the University is evident through the generation and allocation of resources; the control of costs; and the conscientious management of tuition and fees. One measure of financial effectiveness is the set of ratios used by Moody's Investors Services for the purpose of assigning a debt rating to the University. These ratios, compared to Moody's Aa1 median, paint a picture of the University's financial health. A second measure of financial effectiveness is the ability of the University to produce an annual [operating budget](#) that appropriately balances planned expenditures within available resources, addresses the existing or emerging financial challenges in specific units, invests in priority initiatives, holds down costs for students, and is ultimately approved by the Board of Regents.

The University has developed an [annual budget process](#) that holds all units accountable for the

financial activities that occur within them, and yet allows leadership to make decisions that advance University priorities and address significant financial needs. The financial model requires transparency in decision making by academic leadership and a concentrated effort on the part of all support and administrative units to provide value-added, excellent service. It promotes incentives for sound fiscal management and continuous improvement, as all units benefit from lowering costs and maximizing revenues. Under this model, the University has consistently produced a balanced budget while improving quality, growing revenues, and increasing the demand for its programs and services.

The University of Minnesota leverages an inclusive planning process

Internally, the University has used a “[budget/compact](#)” process for the past 20 years to allocate and invest the resources of the University. This process combines academic planning and budgeting processes to ensure alignment of fiscal resources with the academic directions of the institution and its colleges. Every college and significant support unit participates in this process, which includes discussion of new investments as well as reallocation challenges. The process is led by a small group of senior leaders called in this context "the Budget 5" and includes the Senior Vice President for Academic Affairs and Provost, the Vice President for Research, the Vice President for the Academic Health Center, the Chief Financial Officer, and the University’s Budget Director, ensuring that local investments remain in line with broad institutional plans and goals.

This budget development process directly incorporates the academic priorities of the institution. Each academic unit works with the Provost or appropriate vice president on a customized series of questions and issues jointly agreed upon as important upcoming issues. Furthermore, all allocations and investments in support units are transparently communicated to the entire University, such that the entire academic community is aware of and can respond to new investment levels. Investment details are provided in the [cost pool changes document](#), as well as on the Office of Budget and Finance website.

Self-studies inform University planning and decision making

Along with planning and budgeting documents cited in Core Component 5.A, the institution regularly conducts significant self-study analyses to assess resource alignment. One is a [comprehensive cost benchmarking study](#) completed annually beginning in 2012. All of the institution’s personnel and non-personnel costs are classified into one of three categories—costs that perform the mission, costs that support the performers of the mission, and costs that provide leadership and oversight of the mission. These costs are benchmarked against previous years for the University as a whole and for each campus, college, and major administrative unit. The results are used in individual budget/compact meetings to assure that reallocation decisions are, to the extent practical, not taken from direct mission activities. The institutional results are also shared with the Board of Regents annually to assure proper institutional oversight.

More recently, the University has engaged outside consultants to assist in thinking about appropriate benchmarking across a number of areas, including “administrative costs”, but also broader understanding of institutional complexity, operational effectiveness, instructional and research productivity, and so forth. As part of this effort, the University is also cataloging the wide range of ways the University already benchmarks itself against peers in many areas of the University (personnel and salary surveys, information technology costs, facilities costs, AAU data exchange, etc.)

The University of Minnesota operationalizes organizational assessment through Operational

Excellence

President Kaler's initiative on [Operational Excellence](#) was another way that the University articulated and implemented its long-term commitment to working smarter, reducing costs, enhancing services, and increasing revenues throughout the University. It includes a variety of integrated activities with the collective goal of:

- Mitigating the impact of state budget reductions and keeping tuition increases low by reducing the University's operational costs;
- Improving operations and processes, resulting in a more efficient, better run, less redundant organization;
- Promoting entrepreneurship, intelligent risk-taking, cooperation, and engagement across our campuses and in interactions with business and community partners; and
- Freeing up dollars to be reinvested in the core academic enterprise.

President Kaler pledged to redirect, over a six-year period, \$90 million in administrative costs to the University's mission of teaching, research, and public engagement. This goal was successfully achieved in FY19. Progress on this goal is [reported to the Board of Regents and the public](#) on a regular basis.

As part of her strategic plan for the University System, President Gabel has introduced [fiscal stewardship](#) as one of the five "strategic commitments," with the following specific goals:

1. Reduce financial barriers to student achievement.
2. Align revenue with forward-thinking mission fulfillment.
3. Build comprehensive long-range capital facilities and land-holding strategies to drive strategic growth.
4. Re-envision risk management and safety.

Six-year capital planning is tied to long-range financial planning

The University's Capital Strategy Group, composed of senior leaders, develops and updates a [six-year capital plan](#) annually that is presented to the Board for approval. The plan details the wide variety of considerations necessary for capital planning, including academic need, facility condition, and resource availability. This long-range financial model also allows for debt capacity modeling as it interacts with the six-year capital plan. Most recently, the institution has begun to develop a multi-year technology investment plan, focusing on its enterprise computing systems, with the intent that the University better understands its technology investment in relation to other academic, financial, and capital investment choices.

Undergraduate student assessment informs budgeting and planning

Assessment of student outcomes occurs regularly through the annual administration of the Student Experience at Research Universities (SERU) survey, for which the University provides national leadership. The SERU Consortium includes a peer group of top ranked and progressive U.S. and international major research universities. Consortium members are devoted to creating new data sources and policy-relevant analyses to broaden understanding of the undergraduate experience and to promote a culture of institutional self-improvement. This survey is administered to all undergraduates annually since 2010, and the results are used in a variety of budgeting and planning contexts, such as improving academic and student support, enhancing student programs and learning

opportunities, and expanding understanding of the unique experiences of diverse students.

In conjunction with peer evaluation of instruction, the Student Rating of Teaching (SRT) system is used in the processes for faculty salary, promotion, and tenure decisions. The SRT system enables students to provide valuable feedback in the areas of instructor preparedness, presentation, feedback, respectfulness, and student understanding. The feedback is an essential component in the evaluation of instructors and the improvement of teaching at the University, and also provides assistance to students in selecting future courses.

Graduate student outcomes inform resource allocations

A key resource allocation program that is linked to graduate student success is the annual Doctoral Dissertation Fellowship (DDF). This program gives the University's most accomplished Ph.D. candidates financial support during the fellowship year so they may devote full-time effort to an outstanding research project and to finalize and write a dissertation. Since 2011, annual investment for the DDF program has increased significantly from \$3.5 million to \$5.1 million in FY20. This includes \$3.5 million in Doctoral Dissertation Fellowships, \$1.6 million for the Provost's Doctoral Student Recruiting Program, and \$90,000 for DDF Thesis Travel Grants. Tracking time to degree for DDF recipients over the last decade has shown that they tend to complete their degrees in a shorter time period than students who did not receive the award. Findings such as these have resulted in additional investments in graduate fellowships in recent years.

The University considers emerging trends when planning

The University engages in regular and thoughtful analysis of demographics and external environmental factors that will have an impact on the University's ability to excel in its teaching, research, and service mission. The University's leadership and the Board receive regular reports from the state of Minnesota economist and the state demographer, providing data and interpretations to inform and guide the University on important changing trends.

The University also analyzes emerging factors internally such as regular [demographic analyses](#) to understand long-term trends that will affect admissions, tuition, and student diversity and [student housing analysis and recommendations](#).

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

The University of Minnesota works to assess, document, and improve its performance across all aspects of its academic and administrative operations

As noted in the previous section, former President Eric Kaler completed his "[operational excellence](#)" goal of re-directing \$90M of administrative costs to more mission-centric activities. Other ongoing planning for excellence is detailed in the annual [University Performance, and Accountability Report](#) and [highlights brochure](#). The report is one of the key foundational documents developed annually by the University and presented for approval to the Board of Regents and subsequently submitted to the Minnesota legislature.

The report provides a performance baseline for the University, an assessment of progress over time, and an indication of where additional effort is warranted. The 2018 report describes [the many ways that the University demonstrates its accountability](#)—through presentations, annual reporting, the media, accreditation, and to governmental and external organizations—and discusses the University's effectiveness in fulfilling its mission. The report also identifies critical measures that indicate levels of success, along with longitudinal data to demonstrate how well the University has performed over time.

The University Board of Regents in September 2015 approved a set of institutional metrics proposed by the president as an at-a-glance roadmap of progress in key areas of importance to the institution, the state, and the broader community. This "[Progress Card](#)" is intended to be aligned with operational metrics and strategic plans at the campus and system levels. It is intentionally focused on strategic but measurable goals for the institution, aligned with a [May 2015 Board of Regents work session](#) focused on answering the question "In what areas should the Board of Regents set specific aspirational goals?"

In May 2020, President Joan Gabel discussed with the Board a preliminary plan to review and refresh the University's measures to align with the Systemwide Strategic Planning framework M Pact 2025 and its guideposts for leveraging the collective strengths of the University system.

The Progress Card framework complements other important functions and processes through which University leaders systematically monitor and measure institutional performance, including periodic enrollment management reports that provide ongoing comparative analyses of each year's undergraduate class; and the [Annual Research Report](#), which analyzes research activity, sponsored funding, and technology commercialization efforts as measured against regional, national and global peers.

The Board of Regents is engaged with the institution's performance improvement activities

The Board of Regents has an important role in ensuring the overall effectiveness of the institution through a number of [fundamental planning processes](#). The Board's [five standing committees](#) advance work plans reflecting Board priorities developed each year with the advice of the President, who also submits an annual work plan to the Board.

The Audit Committee is pivotal in monitoring the institution's management. It oversees the University's system of risk assessment and internal controls, audits, financial reporting practices, and the institutional compliance program. It also provides a direct channel of communication to the Board for the independent auditor and internal auditors. Each committee works with a senior administrative leader to assist in agenda development, prepare docket materials, and coordinate presentations.

The Board also regularly reviews:

- the University's [operating budget](#), with close analysis of how it advances the University's mission and operational effectiveness;
- the University's [six-year capital plan](#), a dynamic road map that reflects a rigorous process to anticipate, plan, design, and construct capital improvement projects and which enables University leadership to focus planning and resources on those initiatives that will have the greatest impact on the University's overall mission;
- the University's [annual capital improvement budget](#), reflecting projects ready to move into construction to address immediate and long-range campus and programmatic needs; and
- the University's [capital financing, investment performance, and debt management](#), including a review of how the institution's credit rating is shaped by student demand, market position, and financial indicators.

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- University Progress Card Presentation to Board of Regents Sept 2015

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The University of Minnesota uses its human, financial, physical, and technology resources to support the University's mission, and allocates resources in alignment with its mission. The University's shared governance model—which engages faculty, staff, and students—is a national model. The institution leverages an inclusive planning process that considers emerging trends. This includes self-studies that inform University planning and decision making; a six-year capital planning process that is tied to long-range financial planning; undergraduate student assessment; and graduate student outcomes that inform resource allocations. The University works to assess, document, and improve its performance across all aspects of its academic and administrative operations and engages its Board of Regents in the institution's performance improvement activities.

Sources

There are no sources.